Student Name _____

Topic A: Two-Dimensional Flat Shapes

	Date 1	Date 2	Date 3
Topic A			
Topic B			
Topic C			

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Paper cutouts of typical triangles, squares, rectangles, hexagons, and circles; paper cutouts of variant shapes and difficult distractors (see Geometry Progression, p. 6)

1. (Hold up a rectangle. Use different shapes for each student.) Point to something in this room that is the same shape, and use your words to tell me all about it. How do you know they are the same shape?
2. (Place several typical, variant, and distracting shapes on the desk. Be sure to include three or four triangles.) Please put all the triangles in my hand. How can you tell they were all triangles?
3. (Hold up a rectangle.) How is a triangle different from this rectangle? How is it the same?
4. (Place five typical shapes in front of the student.) Put the circle next to the rectangle. Put the square below the hexagon. Put the triangle beside the square.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic B: Three-Dimensional Solid Shapes

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 1 cone; 3 cylinders (wooden or plastic); a variety of real solid shapes (e.g., soup can, paper towel roll, party hat, ball, dice, or an unsharpened cylindrical—not hexagonal prism—pencil)

1. (Hand a cylinder to the student.) Point to something in this room that is the same solid shape, and use your words to tell me all about it.
2. (Place seven solid shapes in front of the student including three cylinders: wooden, plastic, and realia.) Put all the cylinders in this box.
3. (Show a cone.) How is the cylinder you are holding different from this cone? How is it the same?
4. (Place the set of solid shapes in front of the student.) Put the cube in front of the cylinder. Put the sphere behind the cone. Put the cone above the cube.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic C: Two-Dimensional and Three-Dimensional Shapes

Rubric Score: _____ Time Elapsed: _____

Materials: (T/S) Set of flat and solid shapes (do not use the paper cutouts from Topic A, but rather both commercial flat shapes and classroom flat shapes, such as a piece of colored construction paper, a CD sleeve, or a name tag)

1. Can you sort these shapes into one group of flat shapes and one group of solid shapes?
2. Tell me about your groups. What is the same about both groups? What is different?
3. Can you sort these shapes a different way? Tell me about your new groups. What is the same? What is different?

What did the student do?	What did the student say?
1.	
2.	
3.	

End-of-Module Assessment Task Standards Addressed	Topics A–C

Classify objects and count the number of objects in each category.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.

K.G.2 Correctly name shapes regardless of their orientations or overall size.

K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe and quantify steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

A Progression Toward Mastery				
Assessment Task Item	**STEP 1 Little evidence of reasoning without a correct answer. (1 point)**	**STEP 2 Evidence of some reasoning without a correct answer. (2 points)**	**STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 points)**	**STEP 4 Evidence of solid reasoning with a correct answer. (4 points)**
Topic A **K.G.1** **K.G.2** **K.G.4**	Student: ▪ Is unable to select, position, or describe indicated shapes. ▪ Takes considerable time to complete tasks, looks to the teacher for help often.	Student: ▪ Sorts indicated shapes randomly, resulting in some correct and some incorrect shapes in the group. ▪ Struggles to select, position, and describe indicated shapes.	Student: ▪ Identifies a shape from the environment but is unable to discuss its attributes. ▪ Sorts most of the indicated shapes. ▪ Correctly selects both of the indicated shapes but places them in the wrong position.	Student correctly: ▪ Identifies and describes several attributes of the shape from the environment that match the shape being shown to him. ▪ Sorts all indicated shapes from several typical, variant, and distracting shapes. ▪ Selects indicated shape and positions this shape below, next to, or beside another indicated shape.
Topic B **K.G.1** **K.G.2** **K.G.4**	Student: ▪ Is unable to select, position, or describe indicated shapes. ▪ Takes considerable time to complete tasks, looks to the teacher for help often.	Student: ▪ Sorts indicated solids randomly, resulting in some correct and some incorrect solids in the group. ▪ Struggles to select, position, and describe indicated solids.	Student: ▪ Identifies a solid from the environment but is unable to discuss its attributes. ▪ Sorts most of the indicated solids. ▪ Correctly selects both of the indicated solids but places them in the wrong position.	Student correctly: ▪ Identifies and describes several attributes of the solid from the environment that match the solid being shown to him. ▪ Sorts all indicated solids. ▪ Selects indicated solid and positions this solid above, in front of, or behind the indicated solid.

A Progression Toward Mastery				
Topic C **K.G.3** **K.MD.3**	Student: ▪ Incorrectly groups the shapes. ▪ Is not able to verbalize reasoning, or reasoning is not sound.	Student: ▪ Can sort the shapes into a group but is not able to verbalize reasoning. ▪ Cannot make a second grouping.	Student: ▪ Is able to sort the shapes into two groups but may or may not be able to verbalize reasoning. ▪ Is able to sort the shapes a second time but is unable to verbalize reasoning.	Student: ▪ Correctly sorts the shapes into two groups and is able to clearly state the reason the shapes belong to each group. ▪ Is able to sort the shapes again according to a different attribute and is able to state such an attribute.

Class Record Sheet of Rubric Scores: Module 2				
Student Names:	**Topic A:** Two-Dimensional Flat Shapes	**Topic B:** Three-Dimensional Solid Shapes	**Topic C:** Two-Dimensional and Three-Dimensional Shapes	**Next Steps:**