K

Grade level
Kindergarten

KINESIS EDUCATION

KINDERGARTEN

QUICKCHECK™ MATH

ONGOING ASSESSMENT

EXCERPT

TEACHER RESOURCE

Assessment questions or tasks are provided for all 5 strands

KINESIS EDUCATION

- Number Sense and Numeration
- Measurement
- Geometry and Spatial Sense
- Patterning
- Data Management and Probability

Kelly Dixon

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QUICKCHECK™ MATH

ONGOING ASSESSMENT TEACHER RESOURCE

QUICKCHECK MATH ASSESSMENT TEACHER AND STUDENT RESOURCES

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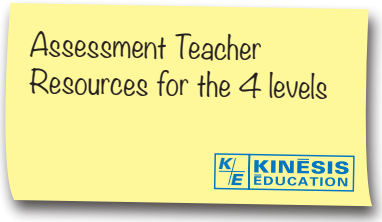

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KINDERGARTEN

QUICKCHECK MATH

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KINESIS EDUCATION

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Kelly Dixon

K/E

First Edition 2012

Canada We acknowledge the financial support of the government of Canada, for our publishing activities.

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Credits page

KINESIS EDUCATION

Executive publisher	Paul Beullac Jules Châtelain Publishing

www.ebbp.ca

Legal Deposit — Library and Archives Canada, 2012 + Bibliothèque et Archives nationales du Québec, 2012
ISBN 978-2-7615-0463-8

A WORD TO TEACHERS

As teachers, we want each of our students to **get** what we are teaching. Often, our hope is to have students **get there** as quickly and as best as they can. Although the goal of achieving curriculum expectations is common for all students, the starting points and routes in reaching this goal differ widely. In our work to enable students to achieve the common goal, it is important to be explicit in our assessment and instruction.

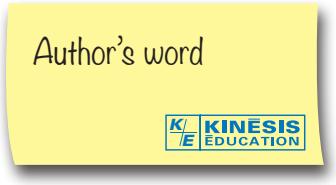
How do we do this? We need to assess our students at the beginning and throughout the learning cycle so we can provide them with ongoing, specific feedback and guidance for growth. Some of the most effective ways to do this with young children are in individual or small group assessment contexts, and through observations and teacher-student conferences.

This *QUICKCHECK Math Ongoing Assessment Teacher Resource* provides both *diagnostic* and *ongoing* assessment activities for all five strands of the mathematics curriculum. It offers guidance and structure in an easy-to-use format for student-teacher assessment conferences, either with individuals or small groups of students. This Assessment Resource provides a variety of opportunities for students to demonstrate their learning. Every assessment activity uses open questions and tasks that allow for a range of student responses and that reveal student strategies and thinking. *What to Look For* sections help make connections between assessment observations and curriculum expectations. These connections are particularly useful when providing students and parents with specific feedback on growth and on next steps.

The format of the *QUICKCHECK Math Ongoing Assessment Teacher Resource* is open and flexible. There is no need to do all the assessment activities in each strand section. We have provided a number of choices for activities that assess similar concepts and skills; it is entirely your decision as to which activities you choose to use to assess your students. You decide how often you need to assess your students and whether or not you will assess them individually or in small groups. *Student Observation Sheets* for each activity are offered as an option for recording your assessment observations. These reproducible sheets are found at the end of each section when required.

We are indebted to the teachers of the Toronto District School Board who piloted these Assessment Resources and whose feedback was essential to the development of their final forms.

Kelly Dixon



CONTENTS

QUICKCHECK MATH ONGOING ASSESSMENT TEACHER RESOURCE

Table of contents for the Ongoing Assessment Teacher Resource

KINĒSIS EDUCATION

Number Sense and Numeration

Measurement

Geometry and Spatial Sense

Patterning

Data Management and Probability

PART OF THE CONTENTS INCLUDED IN THIS EXCERPT

Table of contents for the Excerpt

KINESIS EDUCATION

Number Sense and Numeration

Geometry and Spatial Sense

GATHER THE FOLLOWING FOR YOUR ASSESSMENT

Gather the following before you begin your assessment:

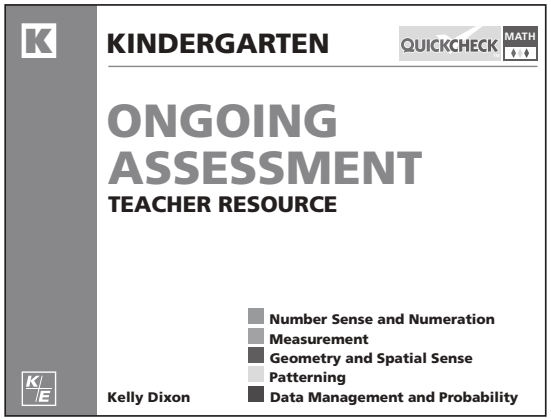
1. Assessment Teacher Resource
2. Select the activity in the Student Resource
3. Manipulatives and *Templates
4. Ongoing Student Observation Sheets

*Reproducible templates provided

KINESIS EDUCATION

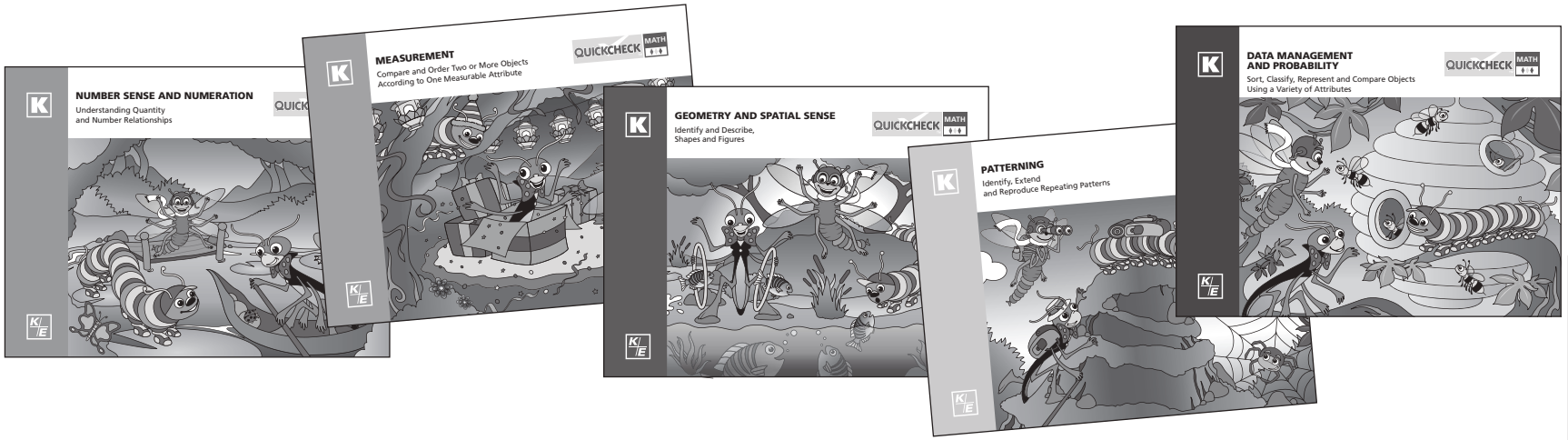
Assessment Teacher Resource

☑ Choose an assessment activity from any of the math strand sections contained



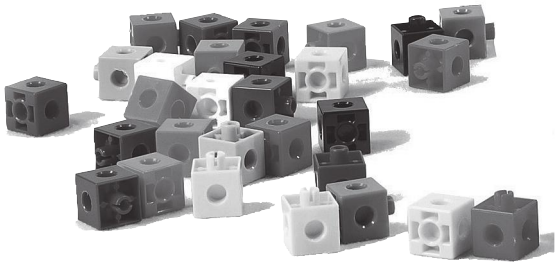
Instructional Student Resources Packages

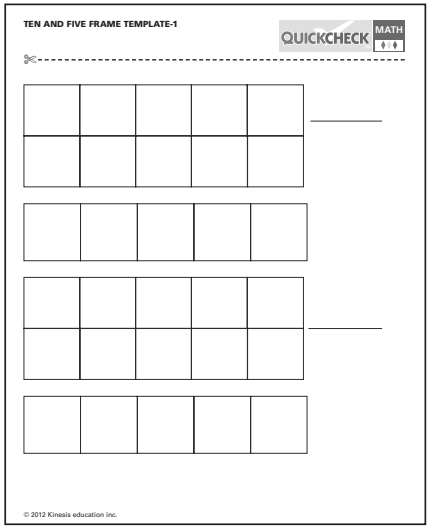
☑ Select the activity in the Student Resource that corresponds to the assessment activity you chose from the *Ongoing Assessment Teacher Resource*.



+ Manipulatives and Templates

☑ Gather the recommended manipulatives and templates* suggested in the assessment activity.




TEN AND FIVE FRAME TEMPLATE-1

QUICKCHECK MATH

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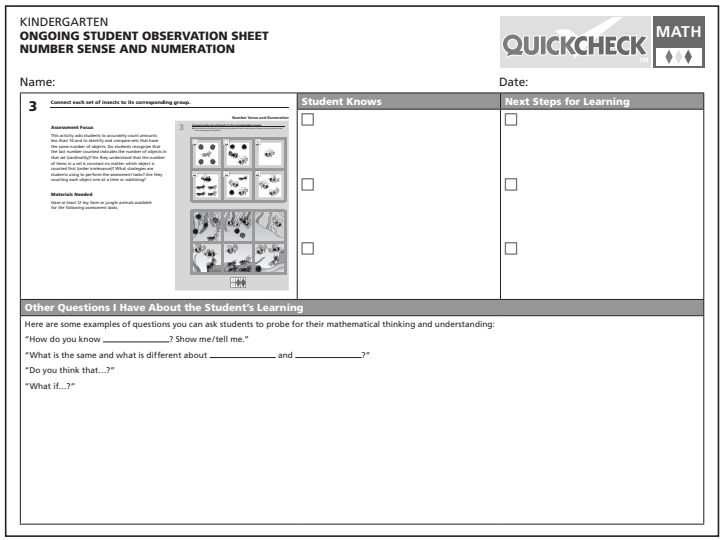
** Templates can be found at the end of a strand section where required. See pages 43, 44, 45, 46, 47, 48, 81, 110, 159, 160, 161, 162, and 163.*

+ Ongoing Student Observation Sheets

☑ Use your own method for recording your observations or photocopy the corresponding Student Observation Sheet found at the end of each strand section.


KINDERGARTEN
ONGOING STUDENT OBSERVATION SHEET
NUMBER SENSE AND NUMERATION

QUICKCHECK MATH

Name: Date:

3 Connect each set of insects to its corresponding group.	Student Knows	Next Steps for Learning
	☐	☐
	☐	☐
	☐	☐

Other Questions I Have About the Student's Learning

Here are some examples of questions you can ask students to probe for their mathematical thinking and understanding:

"How do you know _____? Show me/tell me."

"What is the same and what is different about _____ and _____?"

"Do you think that…?"

"What if…?"

QUICKCHECK MATH ONGOING ASSESSMENT TEACHER RESOURCE IN THREE EASY STEPS

How to use the Ongoing Assessment Teacher Resource

KINĒSIS EDUCATION

1. Assessment activities are organized by strand and are designed to be used with individual or small groups of students. The **Check Point assessment activities** in this book have been designed for diagnostic assessment purposes **during** a cycle of learning. See the Grade 1 Diagnostic Assessment Teacher Resource for assessment activities that are appropriate for use **prior to** a cycle of learning.

2. Use any of the **assessment activities** depending on your purpose and the needs of your students. The *What to Look For* section helps you discover what your students know and what they need to learn and The *What to Look For* section focuses on student thinking and strategies. If you need a system for recording your assessment observations, copy the Student Observation Sheet that corresponds to the assessment activity you have selected. Student Observation Sheets for each activity can be found at the end of each strand section.

3. Prior to using an **assessment activity**, gather the suggested manipulatives and have students complete the corresponding activity in their *QUICKCHECK Math Student Resource*.

The responses that you observe from students through these assessment activities will help you:

- Gather useful information for **reporting and interviewing purposes**
- Pinpoint specific areas for future **math instruction**.

ACTIVITIES

ONGOING ASSESSMENT

NUMBER SENSE AND NUMERATION

QUICKCHECK™ MATH

Activity book chosen for this Excerpt:
Number Sense and Numeration

KINESIS EDUCATION

6 Relate each set to its corresponding set.

This **number** and **heading** relate to the same number in the Student Resource.

KINESIS EDUCATION

Assessment Focus

Outlines the content to be assessed and often strategies to look for.

KINESIS EDUCATION

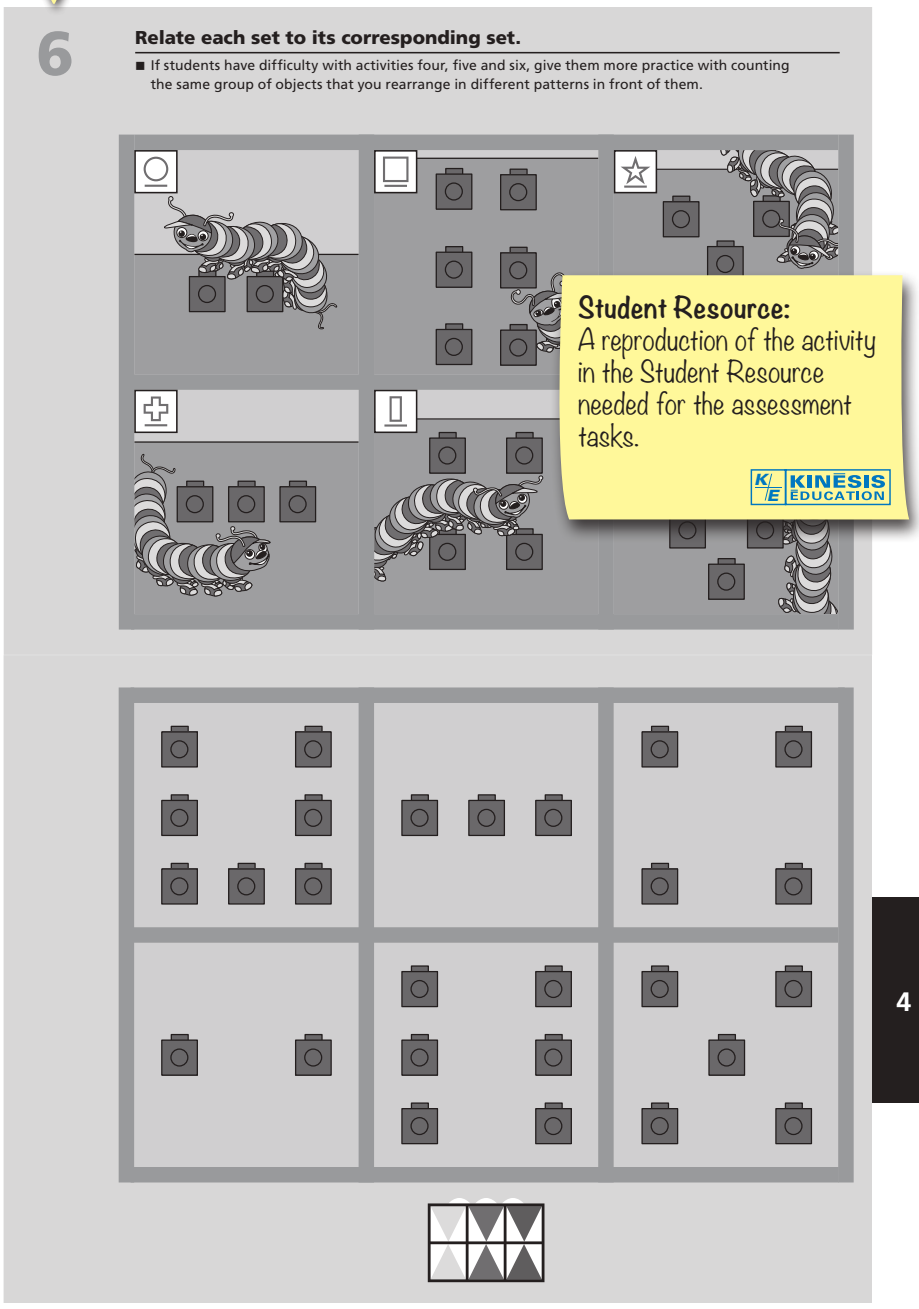
ity provides the opportunity for students to ate that they understand number conservation. are also asked to accurately count quantities less nd to identify and compare sets that have the same number of objects. Do students recognize that the last number counted indicates the number of objects in that set (cardinality)? Do students use the strategy of counting objects one-to-one, subitizing, or aligning objects for one-to-one correspondence to compare equal quantities?

Materials Needed

Have 10 connecting cubes in each of red and blue or 10 popsicle sticks and 10 straws available for the following assessment tasks.

Lists the manipulatives and templates needed for the particular assessment activity.

KINESIS EDUCATION



Student Resource: A reproduction of the activity in the Student Resource needed for the assessment tasks.

KINESIS EDUCATION

Question/Task	What To Look For
ting cubes of the same colour, popsicle raws. me four cubes." our cubes further apart. many cubes now? Did you need to count Repeat the above task and questions with other numbers.	■ Some strategies students may us — Counting each cube one by o that the last number counted of objects in the set (cardinal — Visually identifying that there cubes without counting (subitizing). ■ Students may count the cubes again or they may recognize that the number of cubes hasn't changed, even though the arrangement has changed (number conservation).
2. Using red connecting cubes, put a pile of six in front of students. (Popsicle sticks and straws can be used here as well). Ask: "How many connecting cubes?" Say: "Make a group of blue connecting cubes that has the same number." Repeat the above task using other numbers.	■ Students count objects one by one, demonstrating that they understand that the last number counted indicates the number of objects in the set (cardinality). ■ Students may count out six cubes, or they may line up the red cubes and align their blue cubes to red cubes one-to-one (one-to-one correspondence).

Question/Task:
Open questions and tasks allow for a range of appropriate student responses and help reveal student strategies and thinking.
*Choose which tasks and questions suit your purposes the best. There is no need to do them all.

KINESIS EDUCATION

What to Look For:
Defines a range of appropriate responses and strategies to help you make connections between your observations and curriculum expectations.

KINESIS EDUCATION

15 Compare each composition of 5 to its corresponding decomposition.

This **number** and **heading** relate to the same number in the Student Resource.

KINESIS EDUCATION

Check Point #4

The **Check Point assessment activities** in this book have been designed for diagnostic assessment purposes **during** a cycle of learning.

KINESIS EDUCATION

nts the opportunity to compose
a variety of ways. Students make
ng connecting cubes. Students also
, fewer, or the same number of
items. A five frame is introduced. What strategies do students use to complete the assessment tasks?

Outlines the content to be assessed and often strategies to look for.

KINESIS EDUCATION

sment activity should not happen until students
ived instruction on composing five in different
on comparing quantities with the same, more,
tems. Students should also have been introduced to a five frame and two-colour counters prior to this assessment.

Materials Needed

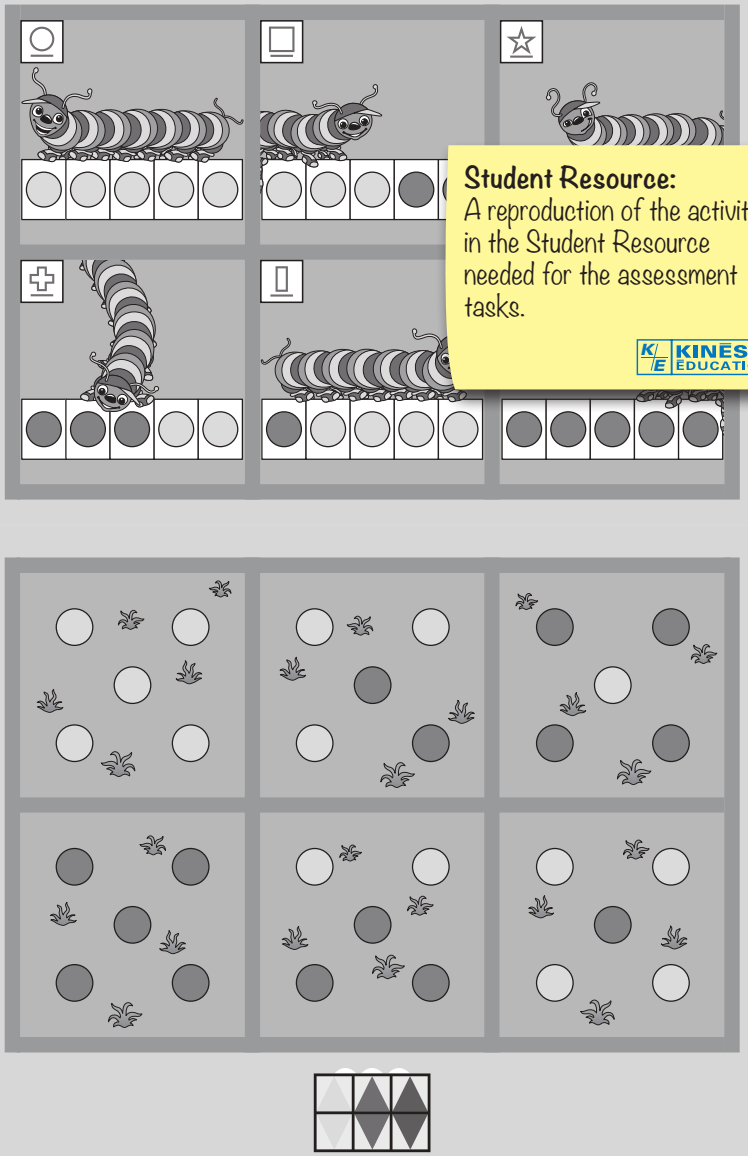
Have two-colour counters, a tin can, connecting cubes, and a five frame available for the following assessment tasks. Note: Two-colour counters can be made using quarters. Put a red circle sticker on one side and a yellow circle sticker on the other side.

Lists the manipulatives and templates needed for the particular assessment activity.

KINESIS EDUCATION

15 Compare each composition of 5 to its corresponding decomposition.

■ A five frame is introduced here.



Student Resource: A reproduction of the activity in the Student Resource needed for the assessment tasks.

KINESIS EDUCATION

Question/Task	What To Look For
nts only look at the top grid of their source. t do you notice about all of the five ents 10 two-colour counters and a tin can. t five counters and put them in the tin can." Say: "Now, we are going to shake the tin and dump out all the counters. How many will fall out?" Say: "Dump out all the counters. What do you notice? How many red; how many yellow; how many altogether?" Say: "Use yellow and red connecting cubes to make five in the same way. Can you make five with the two colours in a different way? Show me."	■ "They are all full; they all have f different ways; different numbe counters make five." ■ Students count five counters one by one, or take an amount and count on from there, e.g., they take two and then count "three, four, five." ■ Students use their own words to say that they counted five counters and put them into the can. They recognize that shaking or dumping the counters out won't change the number of counters (number conservation). ■ E.g.: "Some are red and some are yellow; there is more of one colour than the other; there are still five counters." ■ Students use one-to-one correspondence, or select correctly by subitizing to compose five in the same way as the counters. Do they compose five in a different way?

Question/Task:
Open questions and tasks allow for a range of appropriate student responses and help reveal student strategies and thinking.
*Choose which tasks and questions suit your purposes the best. There is no need to do them all.

KINESIS EDUCATION

What to Look For:
Defines a range of appropriate responses and strategies to help you make connections between your observations and curriculum expectations.

KINESIS EDUCATION

ONGOING

QUICKCHECK™ MATH

STUDENT OBSERVATION SHEETS

NUMBER SENSE AND NUMERATION

KINDERGARTEN

ONGOING STUDENT OBSERVATION SHEET
NUMBER SENSE AND NUMERATION

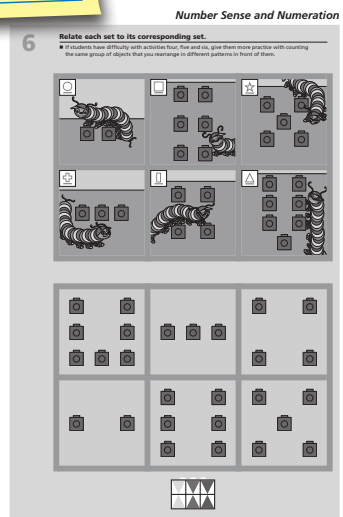
QUICKCHECK MATH

Name:

Date:

Assessment Activity Correlation

KINESIS EDUCATION



6 Relate each set to its cor

Number Sense and Numeration

Assessment Focus

This activity provides the opportunity for students to demonstrate that they understand number conservation. Students are also asked to accurately count quantities less than 10 and to identify and compare sets that have the same number of objects. Do students recognize that the last number counted indicates the number of objects in that set (cardinality)? Do students use the strategy of counting objects one-to-one, subitizing, or aligning objects for one-to-one correspondence to compare equal quantities?

Materials Needed

Have 10 connecting cubes in each of red and blue or 10 popsicle sticks and 10 straws available for the following assessment tasks.

6 Relate each set to its corresponding set.

■ If students have difficulty with activities four, five and six, give them more practice with counting the same group of objects that you rearrange in different patterns in front of them.

Student Knows

- ☐
- ☐
- ☐

Prior to the assessment list the appropriate knowledge, skills and strategies to look for during the assessment.
For guidance with identifying these, use the **Assessment Focus** and **What to Look For** sections from the specific assessment activity you choose. Your curriculum documents are excellent sources as well.

Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINESIS EDUCATION

Next Steps for Learning

- ☐
- ☐
- ☐

Prior to the assessment list the same knowledge, skills and strategies here as you listed in the Student Knows column. Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINESIS EDUCATION

Other Questions I Have About the Student's Learning

Here are some examples of questions you can ask students to probe for their mathematical thinking and understanding:

"How do you know _____? Show me/tell me."

"What is the same and what is different about _____ and _____?"

"Do you think that…?"

"What if…?"

Your assessment observations may bring up further questions about your student's learning. If so, record them here. You may find some of the open questions provided here helpful as you probe further for mathematical thinking and understanding.

KINESIS EDUCATION

KINDERGARTEN

ONGOING STUDENT OBSERVATION SHEET
NUMBER SENSE AND NUMERATION

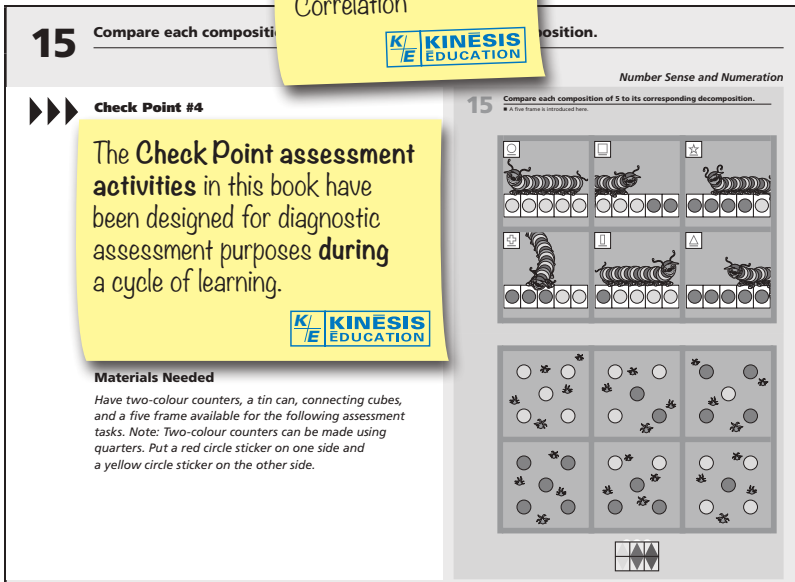
QUICKCHECK MATH

Name:

Date:

Assessment Activity Correlation

KINESIS EDUCATION



15 Compare each compositi… …osition.

Number Sense and Numeration

Check Point #4

The **Check Point assessment activities** in this book have been designed for diagnostic assessment purposes **during** a cycle of learning.

KINESIS EDUCATION

Materials Needed

Have two-colour counters, a tin can, connecting cubes, and a five frame available for the following assessment tasks. Note: Two-colour counters can be made using quarters. Put a red circle sticker on one side and a yellow circle sticker on the other side.

15 Compare each composition of 5 to its corresponding decomposition.

■ A five frame is introduced here.

Student Knows

☐

☐

☐

Prior to the assessment list the appropriate knowledge, skills and strategies to look for during the assessment.
For guidance with identifying these, use the **Assessment Focus** and **What to Look For** sections from the specific assessment activity you choose. Your curriculum documents are excellent sources as well.

Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINESIS EDUCATION

Next Steps for Learning

☐

☐

☐

Prior to the assessment list the same knowledge, skills and strategies here as you listed in the Student Knows column. Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINESIS EDUCATION

Other Questions I Have About the Student's Learning

Here are some examples of questions you can ask students to probe for their mathematical thinking and understanding:

"How do you know _____? Show me/tell me."

"What is the same and what is different about _____ and _____?"

"Do you think that…?"

"What if…?"

Your assessment observations may bring up further questions about your student's learning. If so, record them here. You may find some of the open questions provided here helpful as you probe further for mathematical thinking and understanding.

KINESIS EDUCATION

TEACHER NOTES

Additional page
to enter your notes

KINESIS EDUCATION

ACTIVITIES

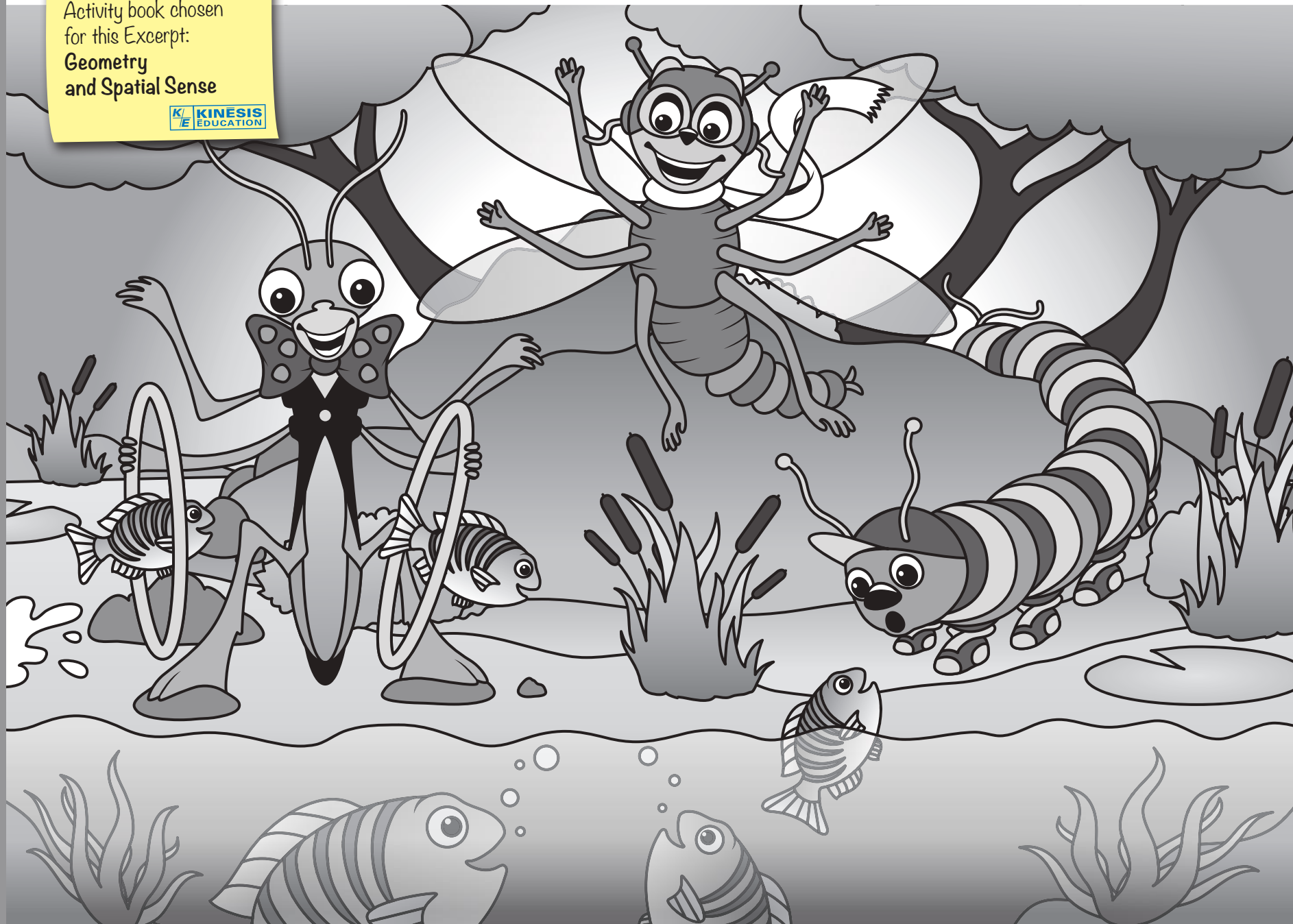
ONGOING ASSESSMENT

GEOMETRY AND SPATIAL SENSE

QUICKCHECK™ MATH

Activity book chosen for this Excerpt:
Geometry and Spatial Sense

KINESIS EDUCATION



10 Match each triangle to its equivalent.

This **number** and **heading** relate to the same number in the Student Resource.

KINESIS EDUCATION

Assessment Focus

Outlines the content to be assessed and often strategies to look for.

KINESIS EDUCATION

ity gives students the opportunity to compare representations of triangles. Students discuss erent types of triangles are similar (e.g., geometric s such as number of sides and vertices). What strategies are students using to perform the assessment tasks? Do students identify the shapes by their geometric properties or by association with their mental images of familiar objects and shapes?

Materials Needed

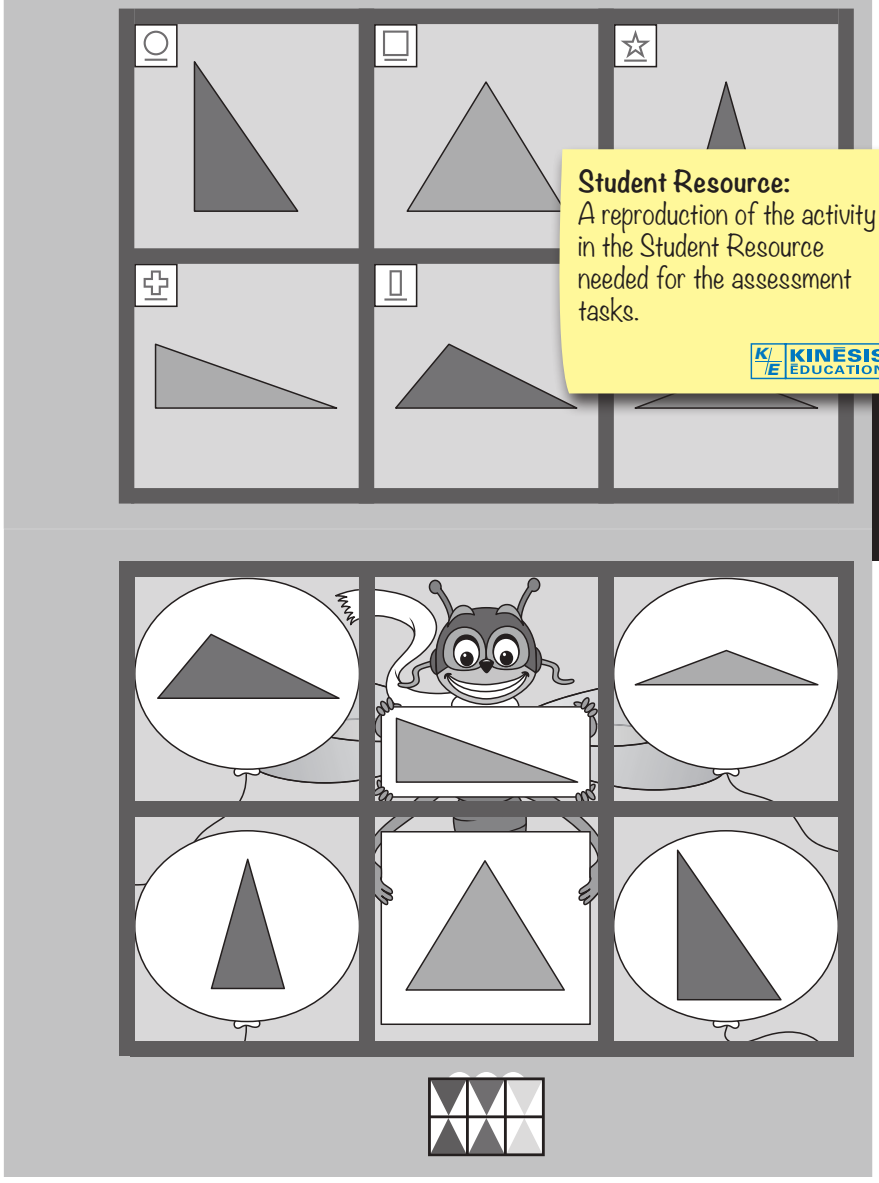
Have a geoboard, elastics, and straws of different sizes available for the following assessment tasks.

Lists the manipulatives and templates needed for the particular assessment activity.

KINESIS EDUCATION

Student Resource:
A reproduction of the activity in the Student Resource needed for the assessment tasks.

KINESIS EDUCATION



Question/Task	What To Look For
elastic, make an equilateral triangle on l for students. e about this shape." h the top vertex so that the triangle board is no longer an equilateral triangle. e about this shape. How is this shape before?"	■ Do students relate the triangle familiar to them? E.g.: "The sha ■ Do students describe the triang properties? E.g.: "The shape ha shape has three lines/sides/poi triangle." ■ Do students justify their answer by describing some of the geometric properties of a triangle? They may say that the shape is still a triangle but that it is "stretched" or "thinner/taller," or they may use another description. ■ If students do not see any similarity, make the equilateral triangle again and have students count the number of sides or vertices. Then stretch the triangle and repeat counting the sides or vertices.
2. Have students look at only the bottom grid of their Student Resource. Say: "Show me a triangle. How do you know that it is a triangle?" Say: "Find another triangle. How do you know that it is a triangle?" Say: "Use the straws to make a triangle."	■ Students may identify a triangle by their own mental image of what a triangle is, by comparing it to a real object in the environment that they identify as a triangle shape, or by counting sides or vertices. ■ Do students count the number of sides or vertices to make the comparison? ■ Do students use three straws to make a triangle? Do they close their shape?

Question/Task:
Open questions and tasks allow for a range of appropriate student responses and help reveal student strategies and thinking.
*Choose which tasks and questions suit your purposes the best. There is no need to do them all.

KINESIS EDUCATION

What to Look For:
Defines a range of appropriate responses and strategies to help you make connections between your observations and curriculum expectations.

KINESIS EDUCATION

15 Relate each set of shapes to its corresponding traditional shape.

This **number** and **heading** relate to the same number in the Student Resource.

KINESIS EDUCATION

Check Point #2

The **Check Point assessment activities** in this book have been designed for diagnostic assessment purposes **during** a cycle of learning.

KINESIS EDUCATION

nts the opportunity to compare
s of the same shape. Students
s are similar (e.g., geometric
er of sides and vertices). What strategies are students using to perform the assessment tasks? Do they use tactile or visual comparison, or do they count the number of straight sides and vertices?

Outlines the content to be assessed and often strategies to look for.

KINESIS EDUCATION

sment activity should not happen until have had instruction on comparing different ations of the same shapes. Students may have oduced to the fact that squares are a special type of rectangle.

Materials Needed

Have a rectangle and a triangle attribute block, cut-outs of different representations of these shapes from the Shape Template*, and a sorting mat available for the following assessment tasks. The reproducible* Shape Template *can be found at the end of this Geometry section on page 110.*

Lists the manipulatives and templates needed for the particular assessment activity.

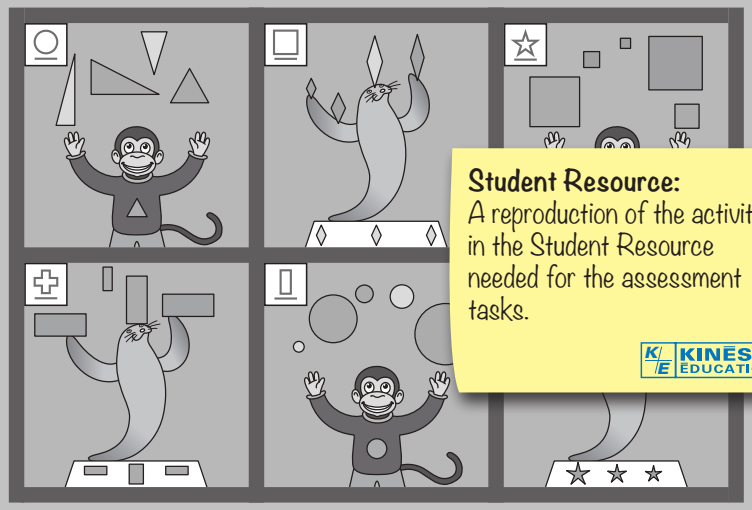
KINESIS EDUCATION

* Reproducible templates can be found at the end of this section.

KINESIS EDUCATION

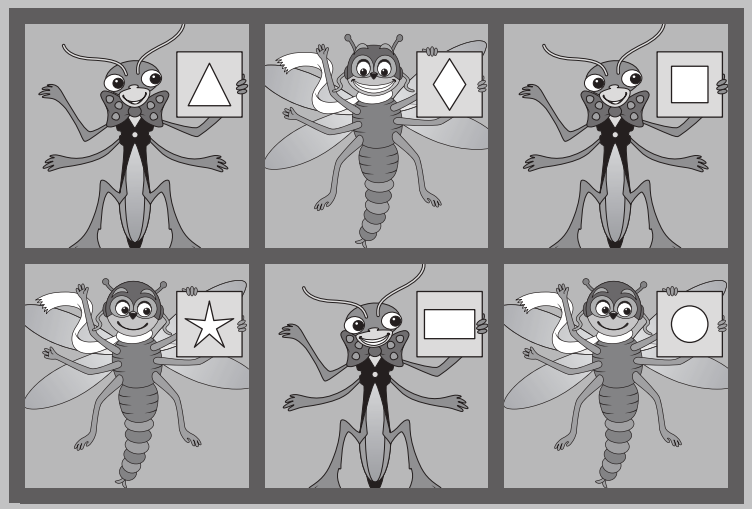
15 **Relate each set of shapes to its corresponding traditional shape.**

■ This activity is the first in a series of four that deal with comparing and classifying non-traditional shapes and traditional shapes.



Student Resource: A reproduction of the activity in the Student Resource needed for the assessment tasks.

KINESIS EDUCATION



Question/Task	What To Look For
nts only look at the top grid of their Student lace the triangle and rectangle attribute ont of students as well. Point to the seal ctangles that are not squares. shape is the seal juggling? Show me/tell me. u know?"	■ Students may select the rectang they may say "door shapes," or "rectangle." ■ Students reason in one of the f — They relate the rectangles to "They all look like doors. Some are tipped over but they are all still door-shaped." — They describe the rectangles by their geometric properties, e.g., "I know because I counted and they all have four lines/four sides/four corners."
2. Cut out the shapes from the *Shape Template* and place them and a sorting mat in front of students. Put a rectangle attribute block on one side of the sorting mat and a triangle attribute block on the other side of the sorting mat. Say: "Sort the shapes. Find all the triangles and put them here. Find all the rectangles and put them here. How do you know you are right?"	■ Do students sort all the shapes? If so, students may sort the shapes according to the following criteria. — They count the number of sides and vertices. E.g.: "These all have three lines/sides/corners and these have four." — They relate the groups of shapes to familiar objects.

Question/Task:
Open questions and tasks allow for a range of appropriate student responses and help reveal student strategies and thinking.
*Choose which tasks and questions suit your purposes the best. There is no need to do them all.

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What to Look For:
Defines a range of appropriate responses and strategies to help you make connections between your observations and curriculum expectations.

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ONGOING

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STUDENT OBSERVATION SHEETS

GEOMETRY AND SPATIAL SENSE

KINDERGARTEN

ONGOING STUDENT OBSERVATION SHEET
GEOMETRY AND SPATIAL SENSE

QUICKCHECK MATH

Name:

Date:

Assessment Activity Correlation

KINESIS EDUCATION

10 **Match each triangle to it**

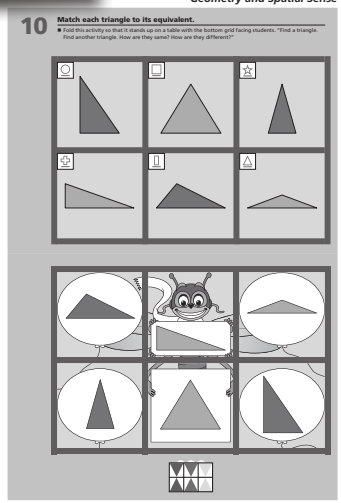
Geometry and Spatial Sense

Assessment Focus

This activity gives students the opportunity to compare different representations of triangles. Students discuss how different types of triangles are similar (e.g., geometric properties such as number of sides and vertices). What strategies are students using to perform the assessment tasks? Do students identify the shapes by their geometric properties or by association with their mental images of familiar objects and shapes?

Materials Needed

Have a geoboard, elastics, and straws of different sizes available for the following assessment tasks.



Student Knows

- ☐
- ☐
- ☐

Prior to the assessment list the appropriate knowledge, skills and strategies to look for during the assessment.
For guidance with identifying these, use the **Assessment Focus** and **What to Look For** sections from the specific assessment activity you choose. Your curriculum documents are excellent sources as well.

Check the appropriate boxes as you observe and listen to student responses during the assessment.

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Next Steps for Learning

- ☐
- ☐
- ☐

Prior to the assessment list the same knowledge, skills and strategies here as you listed in the Student Knows column. Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINESIS EDUCATION

Other Questions I Have About the Student's Learning

Here are some examples of questions you can ask students to probe for their mathematical thinking and understanding:

"How do you know _____? Show me/tell me."

"What is the same and what is different about _____ and _____?"

"Do you think that...?"

"What if...?"

Your assessment observations may bring up further questions about your student's learning. If so, record them here. You may find some of the open questions provided here helpful as you probe further for mathematical thinking and understanding.

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ONGOING STUDENT OBSERVATION SHEET
GEOMETRY AND SPATIAL SENSE

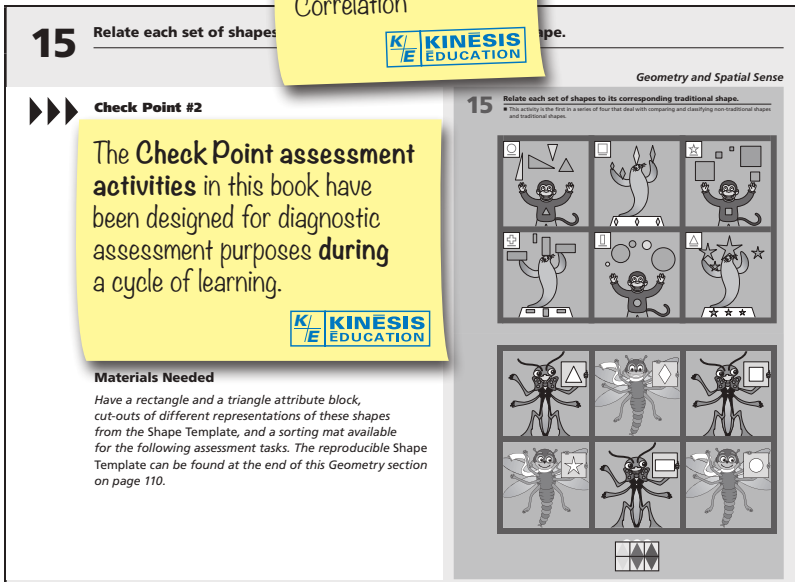
QUICKCHECK MATH

Name:

Date:

Assessment Activity Correlation

KINESIS EDUCATION


15 Relate each set of shapes ... pe.

Geometry and Spatial Sense

Check Point #2

The **Check Point assessment activities** in this book have been designed for diagnostic assessment purposes **during** a cycle of learning.

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Materials Needed

Have a rectangle and a triangle attribute block, cut-outs of different representations of these shapes from the Shape Template, *and a sorting mat available for the following assessment tasks. The reproducible* Shape Template *can be found at the end of this Geometry section on page 110.*

15 Relate each set of shapes to its corresponding traditional shape.

■ This activity is the first in a series of four that deal with comparing and classifying non-traditional shapes and traditional shapes.

Student Knows

- ☐
- ☐
- ☐

Prior to the assessment list the appropriate knowledge, skills and strategies to look for during the assessment.
For guidance with identifying these, use the **Assessment Focus** and **What to Look For** sections from the specific assessment activity you choose. Your curriculum documents are excellent sources as well.

Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINESIS EDUCATION

Next Steps for Learning

- ☐
- ☐
- ☐

Prior to the assessment list the same knowledge, skills and strategies here as you listed in the Student Knows column. Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINESIS EDUCATION

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"What is the same and what is different about _____ and _____?"

"Do you think that...?"

"What if...?"

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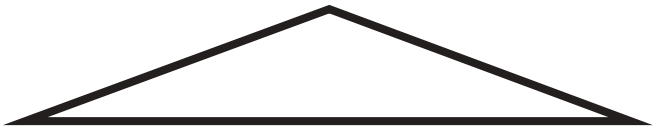
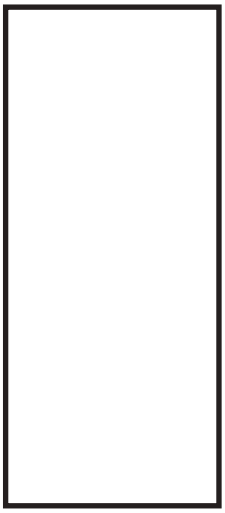
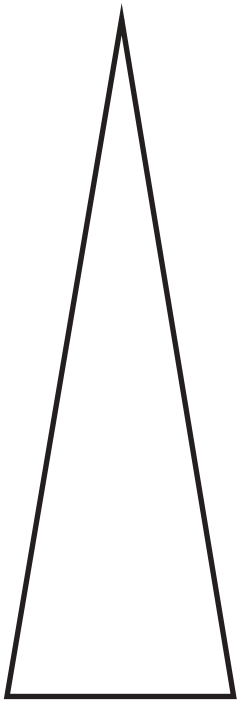
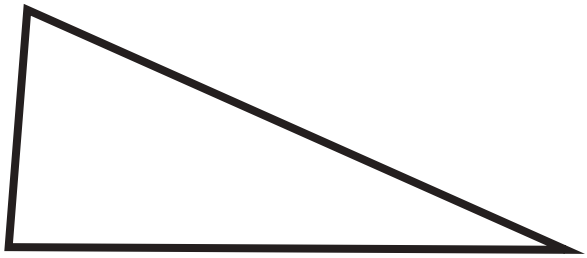
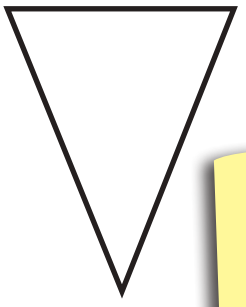
SHAPE TEMPLATE











Reproducible templates provided

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TEACHER NOTES

Additional page
to enter your notes

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GLOSSARY

attribute blocks. Tools that help students learn. A set of attribute blocks usually includes five shapes (rectangle, square, circle, triangle, hexagon); each shape comes in three colours, two sizes, and two thicknesses.

capacity. The maximum quantity a container can hold.

cardinality. The last number counted in a set of objects, denoting the total number of objects in the set.

conservation. The property of number or shape by which its basic nature remains the same regardless of a change in physical position, orientation, or attributes (e.g., colour, size). E.g.: A group of four counters is four whether the four counters are arranged close together or farther apart.

connecting cubes. Small plastic manipulative blocks that can attach to each other.

counting on. An addition/counting strategy where students start with a known number and th
a certain quantity more from that number.

Glossary of all words found in italics in this Ongoing Assessment Teacher Resource

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five frame. A 1 x 5 array. Students place counters, stickers, or dots to show quantities to five.

geoboard. A square board with a grid of pegs (often a 10 x 10 or 11 x 11 grid). Students use elastics to connect the pegs and make shapes.

graph. A drawing that shows data.

- **bar graph.** A graph that uses bars, either horizontal or vertical, to represent the frequency of an event or occurrence.
- **pictograph.** A graph that uses pictures and symbols to represent each item in a data set.

hundreds chart. A 10 x 10 chart. Each square in the chart contains a whole number in order from 1 to 100.

mass. A physical attribute of objects that can be measured in grams or kilograms. The amount of matter of an object or body.

non-standard units. Objects used as measurement units. Some examples are paper clips, cubes, straws, yogurt containers.

number composition. The joining of two numbers to make a third greater number. E.g.: Ten can be composed of a group of four and a group of six or a group of nine and a group of one.

number cube. A small plastic or wooden cube. Typically, each cube face shows a different numeral or number of dots from one to six.

GLOSSARY

number decomposition. The separation of a number into smaller parts. E.g.: Ten can be decomposed into a group of four and a group of six or a group of nine and a group of one.

number line. A line that represents a set of numbers.

order irrelevance. The fact that objects in a set can be counted by starting with any object in the set and the total number will be the same.

one-to-one correspondence. The association of one object to only one number, symbol, or picture.

pattern blocks. Plastic or wooden manipulative sets that include the following: green equilateral triangles; orange squares, tan rhombuses and larger blue rhombuses, red trapezoids, and yellow hexagons.

polygon. A closed shape of three or more straight sides.

properties. Qualities of objects that can be determined by the five senses: touch, taste, seeing, hearing, and smelling.

rectangle. A closed shape with four right-angle vertices and four straight sides. Opposite sides are equal.

subitizing. The ability to visually recognize a number of objects without counting.

square. A rectangle with four equal sides and four right angles.

ten frame. A 2 x 5 array. Students place counters, stickers, or dots to show quantities to ten.

triangle. A closed shape with three straight sides and three vertices.

vertex. The corner or endpoint where two lines meet.

Printed in 2021

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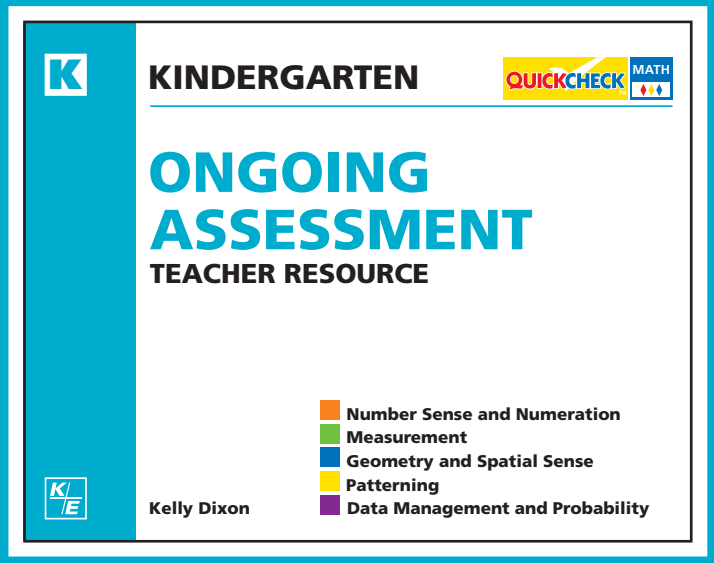

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Product No. 404 1109

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