

Diagnostic Assessment for Shapes Are Everywhere At School

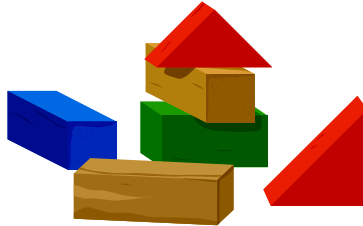


Table of Contents

Item	Page Number
Assessment Instructions	2-3
Diagnostic Assessment	4-5

Diagnostic Performance Assessment

Duration: Throughout the school day, approximately 10 minute intervals per student

Standard (s) Assessed: SS.B.1.1.1.k.1; SS.B.1.1.1.k.2; SS.B.1.1.2; MA.C.1.1.1.K.1; MA.C.1.1.1.K.2; MA.C.1.1.1.K.3

Description of Assessment Activity:

Teacher Directions:

Prior to Assessment:

Gather materials-flannel board, flannel board story pictures, flannel board shapes with pictures to represent location sites on campus, school map, sets of shape flashcards (sets for every child), wooden shape blocks, and teacher checklists for each student.

Assessment Activity:

1. Begin with introducing the flannel board story about a new student at our school and how he is always getting lost around the school. Flannel board (photo) shapes will be used to represent building site locations on the school campus. (This serves as reinforcement for young children connecting the visual picture of the site to the shape representing it.)
2. Give each child a set of shape flashcards. (These will be personal sets for the child to use throughout the unit and the school year.)
3. In small groups of 3- 5 children or individually, the teacher evaluates how much knowledge EACH student already has about building site locations and where they belong on the school building site map, two and three-dimensional shapes and their attributes, and geometric shapes by using the diagnostic testing checklist.
4. During the diagnostic testing:
 - Checklist 1 A) Using the building site shapes (photo), ask the student to use the photo to identify the place. (Example: principal's office, cafeteria, etc.) and record responses.
 - Checklist 1 B) Using the building site shapes, have student place shapes in appropriate places on the school building site map and record responses.
 - Checklist 1 C) Using the map, ask students questions such as, "Who is next to the principal's office?" "Where is the girls' bathroom located? Is it next to the boy's bathroom?" (Questions should lead to an understanding of whether or not students can use terms to explain relative location of places. They will vary due to the uniqueness of each school.)
 - Checklist 2&3) Using the shapes flashcards, ask the student to identify the two-dimensional shapes, describe how many sides a shape has or if it is round, and describe how these shapes are similar or different and record responses.

- Checklist 4) Use the wooden shape blocks, ask the student to identify it by geometric shape (cone, cylinder, etc.) and demonstrate which geometric shape can roll, etc. and record responses.

Following Assessment:

1. Teacher will study assessment checklists and use the findings to guide the instruction of daily lessons.
2. Teacher must be sure that every child is evaluated in these areas and record findings on the checklist.

Student Directions:

1. Students will answer teacher-directed questions, place building site shapes appropriately on school building site map and demonstrate understanding of skills by sorting and showing various attributes of two and three- dimensional shapes.
2. These directions will be given as the student moves through the checklist:
 - Checklist Question #1 A) Can you tell me where this building/room is located? #1 B) Can you put it in the place it belongs on the school building site map? #1 C) Can you tell me who is next to the principal's office? Can you tell me where the girl's bathroom is located? Where is the nurse in relation to our room? (These questions will vary according to the uniqueness of each school.)
 - Checklist Questions #2) Can you identify this shape and describe it for me? Is it round? How many sides does it have? Can you describe how the shapes are similar? How are they different?
 - Checklist Question #3) Using the wooden shape blocks, can you identify the geometric shape (example: cone) by sorting it out from the others? Can you show which one can stack? Roll? Slide?

Scoring Method and Criteria:

No grades will be assigned to this checklist. Information on this checklist will be used as a guide for the teacher to use to help plan lessons and activities to enable students to master these math concepts in accordance with the Grade Level Expectations, Sunshine State Standards and Benchmarks.

Diagnostic Testing Assessment

Building Site Shapes Checklist:

1. A) Student can identify building sites with the pictures on shapes:

Office____

Restrooms____

Cafeteria_____

Classroom_____

Media Center_____

(* Add any other appropriate building sites)

B) Student can place building site shapes in appropriate school building site map:

Office_____

Restrooms_____

Cafeteria_____

Classroom_____

Media Center_____

(* Add any other appropriate building sites)

C) Student can use terms at least 4 out of 5 times that describe relative location:

2. Student recognizes two-dimensional shapes:

Circle____

Square____

Rectangle____

Triangle_____

3. Student describes similarities and differences:
(List student comments in this area)

Similarities

Differences

3. Student sorts three-dimensional objects by geometric shape and can demonstrate which shapes roll, stack, or slide.

Cone____
Cylinder____
Cube____
Sphere____

(*Put "R, ST, or SL" by shapes to represent which shape "rolls, stacks or slides.")