



# ASSESSMENT FOR LEARNING AND TEACHING TRACKING SHEET



## Kindergarten: Geometry and Spatial Sense

Circle: **D (Diagnostic Assessment)**, **F (Formative Assessment)** or **S (Summative Assessment)** depending on use.  
Levels of Achievement: **Beginning**, **Progressing**, **Sophisticated**

### OVERALL EXPECTATION: Describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures

Sort and classify shapes by colour <b>Activities 1-4</b>	Sort and classify shapes by size <b>Activities 5-8</b>	Compare non-traditional shapes using length and number of sides <b>Activities 9-14</b>	Compare and classify non-traditional shapes to traditional shapes <b>Activities 15-18</b>	Sort three-dimensional figures using attributes <b>Activities 19-24</b>
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Student Name	D			F			S			D			F			S			Next Steps
																			<p>IDEAS:</p> <ul style="list-style-type: none"> <li>■ Re-teach basic shapes and their geometric properties: number of straight sides.</li> <li>■ Guided practice for students with the same instructional need: Have students sort a variety of different triangles and rectangles into two groups.</li> <li>■ Play games that involve orienting shapes in different ways. E.g. "Is it still a square? How do you know?"</li> </ul>

Since *Quickcheck Math* was developed specifically for the Ontario Mathematics Curriculum, its uses should be guided by the Ontario Mathematics Curriculum documents, The Kindergarten Program or The Full-Day Early Learning-Kindergarten Program and the Guides to Effective Instruction in Mathematics produced by the Ontario Ministry of Education. Each of the five *Quickcheck Math* books contains content that is developed around one Overall Expectation per strand from the Ontario Mathematics Curriculum. Ontario primary teachers have found a variety of effective ways to use *Quickcheck Math* within this context. Several are summarized here.

### **Linking Assessment...**

*"Assessment is an ongoing awareness of students' learning and their needs, rather than an occasional event in the program. Minute-by-minute observations of students, along with an understanding of how children learn, allow teachers to make valid decisions and judgments..."*

— Ontario Ministry of Education (2006).

*A Guide to Effective Instruction in Mathematics, Volume Four: Assessment and Home Connections, 3.*

- **Diagnostic Assessment:** Go to the inside cover of the book. Select a group of activities for students to complete and conference with them about what they are doing. Use this information to support your instructional plan and to guide your next steps.
- **Formative Assessment:** *Quickcheck Math* activities are sequential and clustered. The answer key at the bottom of each activity provides immediate feedback to students and teachers about progress.
- **Summative Assessment:** It is important to plan your units of study with the end in mind. Pre-select a *Quickcheck Math* activity for the purpose of summative assessment prior to your unit of study. Design your own summative task using a selected page as the stimulus (no need to use the answer key at the bottom of the activity).

### **... to Instruction**

*"Teaching that is responsive to students' needs uses moment-by-moment assessment information to modify instruction as it is taking place."*

— Ontario Ministry of Education (2006).

*A Guide to Effective Instruction in Mathematics, Volume Four: Assessment and Home Connections, 12.*

- **Before/Getting Started:** Based on the outcome of a previous lesson, select an activity that children can review to activate relevant prior knowledge for the new lesson.
- **During/At Work:** Use a selected series of activities for guided practice with a group of students who have the same instructional need.
- **After/Practice and Consolidation:** After completing one or more *Quickcheck Math* activity, students are asked to reflect on what they learned in their math journal. Select a series of activities for the purposes of further practice. This activity could be done at home or at school.

*Quickcheck Math* Tracking Sheets and Preamble concept inspired and developed by Maureen Baraniecki, Elementary Curriculum Coordinator, Hastings and Prince Edward District School Board.