



Content Area: Math

Grade Level: K

Reporting Measure: Constructing Geometric Figures

Level	Description
Above & Beyond (4.0)	I can use drawings or objects to show how real-world objects are made up of simpler shapes I know (for example I can use a drawing, blocks, or clay to show that a stairway is like a group of rectangular solids).
3.5	I can do all of the things at level 3.0, and I can do some of the things at level 4.0.
Proficient (3.0)	CGF1—I can put simple shapes together to form larger shapes or pictures (for example, when someone gives me a group of simple shapes, I can put them together to make a specific larger shape and describe how the simpler shapes fit together). CGF2—I can use drawings or objects to show how real-world objects are like simple shapes I know (for example, I can use a drawing, blocks, or clay to make a model of my classroom using simple shapes I know to represent furniture and other objects).
2.5	I can do all of the things at level 2.0, and I can do some of the things at level 3.0.
Getting There (2.0)	CGF1—I know what certain words mean (for example, <i>above, attribute, behind, below, beside, circle, compose, corner, equal corners, equal sides, flat, hexagon, in front of, next to, rectangle, shape, side, square, trapezoid, triangle, two-dimensional</i>) and can do things such as: - Say the correct shape name when someone shows me familiar types of flat shapes, like circles, triangles, rectangles, squares, hexagons, and trapezoids. - Describe the different parts of a flat shape someone gives me, like circles, triangles, rectangles, squares, hexagons, or trapezoids. - Pick out equal sides from different shapes. For example, I can pick out a side of a triangle that is the same size as one of the sides on a rectangle. - When someone gives me a larger shape that was made by putting together two smaller shapes, I can say the correct shape name of both the larger shape and the two smaller shapes. For example, when someone gives me a rectangle that was made by putting together two smaller triangles, I can say that the larger shape is a rectangle and the smaller shapes are triangles. - When someone gives me the parts of a broken-up flat shape, I can put them together again to make the shape. For example, when someone gives me two half-circles, I can put them together into a whole circle. - Use a set of flat shapes someone gives me to fill in an outline puzzle that shows where the shapes go. - Describe the way a group of shapes are arranged using words like “above,” “below,” “beside,” “in front of,” “behind,” and “next to.” CGF2—I know what certain words mean (for example, <i>above, attribute, behind, below, beside, circle, cone, corner, cube, cylinder, equal corners, equal sides, flat, hexagon, in front of, next to, rectangle, shape, side, solid, sphere, square, three-dimensional, trapezoid, triangle, two-dimensional</i>) and can do things such as: - Say the correct shape name when someone shows me familiar types of flat shapes, like circles, triangles, rectangles, squares, hexagons, and trapezoids. - Say the correct shape name when someone shows me familiar types of solid shapes, like spheres, cubes, cylinders, and cones.

	• Describe the different parts of a flat shape, like circles, squares, or rectangles; or a solid shape, like cubes, cones, or cylinders. • Say whether a real-world object or part of an object is flat or solid. • Describe real-world objects or parts of real-world objects using the sort of words I would use to describe different shapes. For example, I can describe a door as being flat with 4 straight sides and 4 equal corners. • Come up with familiar flat and solid shapes that a real-world object or part of a real-world object looks like. For example, I can say that a window of a house looks like a rectangle. • Draw familiar flat shapes. For example, I can draw a triangle. • Use blocks or other objects to build a familiar solid shape. For example, I can put a set of blocks together to build a cube. • Describe the way real-world objects are arranged using words like “above,” “below,” “beside,” “in front of,” “behind,” and “next to.”
1.5	I can do some of the things at level 2.0 and at level 3.0.
Beginning (1.0)	I can do some of the things at level 2.0 and at level 3.0 with help.