Content Area: Math Grade Level: Kindergarten

Reporting Measure: Geometry Reporting Measure: Geometric Figures

Level	Description
Above & Beyond (4.0)	The student will: • Compare objects in the environment according to their geometric attributes (for example, when given a set of real-world objects, compare the objects based on their dimensionality, sides, corners, edges, faces, points, and similarity to common shapes).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Proficient (3.0)	The student will: **GF1—Compare two-dimensional shapes by their geometric attributes** (for example, when given a set of circles, triangles, squares, rectangles, regular hexagons, and isosceles trapezoids, identify each figure, describe the attributes of each figure, and identify the similarities and differences in the attributes of the different figures). **GF2—Compare three-dimensional shapes by their geometric attributes** (for example, when given a set of spheres, cubes, cylinders, and cones, identify each figure, describe the attributes of each figure, and identify the similarities and differences in the attributes of the different figures). **GF3—Describe objects in the environment using shape names** (for example, when given different real-world objects, describe the objects in terms of their geometric attributes and relate them to common two-dimensional and three-dimensional shapes).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Getting There (2.0)	**GF1—**The student will recognize or recall specific vocabulary (for example, *closed*, *corner*, *curved*, *open*, *side*, *straight*) and perform basic processes such as: • Identify closed and open two-dimensional figures. • Identify circles, triangles, rectangles, squares, (regular) hexagons, and (isosceles) trapezoids. • Identify equal corners and equal sides in a given two-dimensional figure. • Explain that shapes can vary in many ways and still belong to the same shape category. For example, explain that a triangle may come in many colors, positions, orientations, or with variations in the size of its sides and corners, and still be a triangle. • Describe the attributes of a given two-dimensional shape category (circles, triangles, rectangles, squares, hexagons, and trapezoids). For example, use explanations involving sides and corners to describe what makes a triangle a triangle. **GF2—**The student will recognize or recall specific vocabulary (for example, *edge*, *equal faces*, *face*, *flat*, *point*, *solid*, *vertex*) and perform basic processes such as: • Identify spheres, cubes, cylinders, and cones. • Identify curved and flat surfaces (faces) in a given three-dimensional figure. • Identify equal faces in a given three-dimensional figure. • Count the faces, equal faces, straight edges, and curved edges of a given three-dimensional figure. • Describe the attributes of a given three-dimensional shape category (spheres, cubes, cylinders, and cones). For example, use explanations involving faces, curved surfaces, curved or straight edges, and corners or points to describe what makes a cone a cone. **GF3—**The student will recognize or recall specific vocabulary (for example, *circle*, *cone*, *cube*, *cylinder*, *hexagon*, *rectangle*, *sphere*, *square*, *trapezoid*, *triangle*) and perform basic processes such as: • Identify common two-dimensional shapes (circles, triangles, rectangles, squares, hexagons, and trapezoids) in different orientations and positions. • Identify common three-dimensional shapes (spheres, cubes, cylinders, and cones) in different orientations and positions. • Describe the geometric attributes of common two- and three-dimensional shapes. • Describe the geometric attributes of real-world objects. For example, describe a door as being flat with 4 straight sides and 4 equal corners. • Relate common two-and three-dimensional shapes to familiar real-world objects. For example, describe a cylinder as looking like a soda can.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Beginning (1.0)	With help, partial success at score 2.0 content and score 3.0 content