

Standards-Based Grading Rubric

First Grade • Bryan County Schools

English Language Arts:

ELAGSEIRL2					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
RETELL stories, including key details, and DEMONSTRATE understanding of their central message or lesson.	support, retell familiar stories, including key details in sequential order. key details in sequential order. little and support, begin to		Retell stories, including key details in sequential order, and demonstrate an understanding of their central message or theme.	Retells stories, including key details in sequential order, demonstrates an understanding of their central message or theme, and makes personal connections to the story or characters.	
ELAGSEIRL5					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
EXPLAIN major differences between texts that tell stories and texts that give information.	major differences n texts that tell poems, nonfiction). Recognize common types of texts (e.g., storybooks, poems, nonfiction). With prompting and support, explain major differences between texts that tell stories and texts that tell stories and texts that give		differences between texts that tell stories		
ELAGSEIRL6					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
IDENTIFY who is telling the story at various points in a text.	Understand that a narrator and characters tell a story.	With prompting and support, identify who is telling the story at various points in the text.	Identify who is telling the story at various points in the text .(Narrator vs. character.)		

ELAGSEIRL9					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
Compare and contrast the adventures and experiences of characters in stories.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare OR contrast the adventures and experiences of characters in stories.	Compare AND contrast the adventures and experiences of characters in stories.		
ELAGSEIRL10					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Actively engage in group reading activities with purpose and understanding.	With prompting and support, read prose and poetry.	With prompting and support, read prose and poetry of appropriate complexity for 1st grade	Independently read prose and poetry of appropriate complexity for 1st grade or above.	
ELAGSEIRI2					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
Identify the main topic and retell key details of a text.	With prompting and support, identify the main topic (main idea), and retell key details of a text (supporting details).	Identify the main topic OR retell key details of a text.	Identify the main topic AND retell key details of a text.		
ELAGSEIRI9					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, identify basic similarities in and differences between two text on the same topic (e.g., illustrations, descriptions, or procedures).	Identify basic similarities in or differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		

ELAGSEIRI10	ELAGSE1RI10				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
With prompting and support, read informational texts appropriately complex for grade 1.	Actively engages in group reading activities with purpose and understanding by listening but not independently reading informational text	With prompting and support, read informational texts below 1st grade complexity.	With prompting and support, read informational texts of appropriate complexity for 1st grade.	Independently read informational texts of appropriate complexity for 1st grade or above.	
ELAGSEIRF3					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
	KNOW and APPLY grade-level	phonics and word analys	is skills in decoding.		
a. KNOW the spelling-sound correspondences for common consonant digraphs.	Begin to demonstrate basic knowledge of individual consonant sounds when reading.	Know and apply the letter-sound correspondences for common consonant digraphs when reading 60% of the learning opportunities.	Know and apply the letter-sound correspondences for common consonant digraphs when reading 80% of the learning opportunities.		
b. DECODE regularly spelled one-syllable words.	With prompting and support, decode regularly spelled one-syllable words.	Decode regularly spelled one-syllable words when reading 60% of the learning opportunities.	Decode regularly spelled one-syllable words when reading 80% of the learning opportunities.		
c. Know final -e and common vowel team conventions for representing long vowels.	With prompting and support, know and apply final -e and common vowel team conventions for representing long vowels.	Know and apply final -e and common vowel team conventions for representing long vowels when reading 60% of the learning opportunities.	Know and apply final -e and common vowel team conventions for representing long vowels when reading 80% of the learning opportunities.		
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Demonstrate understanding that words are made up of syllables.	With prompting and support, recognize that every syllable must have a vowel sound.	Recognize that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
e. DECODE two-syllable words following basic patterns by breaking the words into syllables.	Begin to decode one-syllable (CVC) words by applying phonics and word analysis skills.	Decode two-syllable words following basic patterns by breaking the words into syllables 60% of the learning opportunities.	Decode two-syllable words following basic patterns by breaking the words into syllables 80% of the learning opportunities.		

f. Read words with inflectional endings.	With prompting and support, read words with inflectional endings.	Read words with inflectional endings 60% of the learning opportunities.	Read words with inflectional endings 80% of the learning opportunities.	
ELAGSEW1				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is)	Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, but may not supply a reason for their opinion or some sense of closure.	Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
ELAGSE1W2				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
WRITE informative/ explanatory texts in which they name a topic, SUPPLY some facts about the topic, and PROVIDE some sense of closure.	Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.	Write informative/ explanatory texts to include two of the three components of the standard: name a topic, supply some facts about the topic, provide some sense of closure	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
ELAGSE1W3				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Writes with purpose: WRITE narratives in which they recount two or more appropriately sequenced events, INCLUDE some details regarding what happened, USE temporal words to signal event order, and PROVIDE some sense of closure.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Write narratives in which they recount two or more appropriately sequenced events with limited details regarding what happened, inconsistent use of temporal words, and a sense of closure is not provided.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	

ELAGSE1W7					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
PARTICIPATE in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions).	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		Participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions).		
ELAGSE1SL6					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
Produce complete sentences when appropriate to task and situation.	Is unable to produce complete sentences when appropriate to task and situation.	With prompting and support, produces complete sentences when appropriate to task and situation.	Produces complete sentences when appropriate to task and situation.		
ELAGSEILI					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
DEMONSTRATE co	mmand of the conventions of	standard English gramma	ar and usage when writing or	speaking	
j. PRODUCE and EXPAND complete simple and compound sentences in response to questions and prompts.	Produce simple sentences when writing and speaking.	With prompting and support, produce and expand complete simple and compound sentences in response to questions and prompts (declarative, Interrogative, imperative, and exclamatory).	Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, Interrogative, imperative, and exclamatory).		
ELAGSEIL2					
Domain/standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished	
DEMONSTRATE comm	nand of the conventions of sta	ndard English capitalization	on, punctuation, and spelling	when writing.	
a. CAPITALIZE dates and names of people.	Capitalize the first word in a sentence and the pronoun I and is not yet ready to capitalize dates	With prompting and support, capitalize dates and names of people.	Capitalize dates and names of people.		

	and names of people.					
b. USE end punctuation for sentences.	Recognize and name end punctuation.	With prompting and support, use end punctuation for sentences.	Use end punctuation for sentences.			
c. USE commas in dates and to separate single words in a series.	Recognize a comma.	Understand a comma can be used to separate words and numbers. Suggestion **Recognizing commas	Use commas in dates and to separate single words in a series. Suggestion**Can use it in your writing			
e. SPELL untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Begin to spell simple, familiar words phonetically, drawing on knowledge of sound-letter relationships.	With prompting and support, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
ELAGSE1L4	ELAGSEIL4					
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished		
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Determine or clarify the m	eaning of unknown and multi	ple-meaning words and p bly from an array of strate	-	ding and content,		
b. Use frequently occurring affixes as a clue to the meaning of a word.	eaning of unknown and multi	·	-	ding and content,		
b. Use frequently occurring affixes as a clue	leaning of unknown and multi choosing flexi Is unable to use frequently occurring affixes as a clue	Use the most frequently occurring affixes as a clue to the meaning of an unknown word (-ed,	Use frequently occurring affixes as a clue to the	ding and content,		
b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words and	leaning of unknown and multichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing frequently occurring a word. Is unable to identify frequently occurring root words and their	Use the most frequently occurring affixes as a clue to the meaning of an unknown word (-ed, -s) With prompting and support, is able to identify frequently occuring root words and their inflectional	Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words and	ding and content,		
b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words and their inflectional forms.	leaning of unknown and multichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing flexichoosing frequently occurring a word. Is unable to identify frequently occurring root words and their	Use the most frequently occurring affixes as a clue to the meaning of an unknown word (-ed, -s) With prompting and support, is able to identify frequently occuring root words and their inflectional	Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words and	ding and content, 4 Distinguished		

a.SORT words into categories to gain a sense of the concepts the categories represent.	Is unable to sort words into categories.	Sort words into categories with minor errors.	Sort words into categories.	Sorts words into categories without guidance or support.
ELAGSEIL6				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Use words and phrases acquired through conversations and texts, including using frequently occurring conjunctions to signal simple relationships.	Is unable to use words and phrases acquired through conversations and texts, including using frequently occurring conjunctions to signal simple relationships.	With assistance, uses words and phrases acquired through conversations and texts, including using frequently occurring conjunctions to signal simple relationships.	Use words and phrases acquired through conversations and texts, including using frequently occurring conjunctions to signal simple relationships.	

Mathematics Standards:

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.NR.1: Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.	Demonstrates initial understanding and skill in counting within 120, forward and backward, starting at any number, and reading and writing numerals, and representing a number of objects with a written numeral. Recognizes that the two digits of a 2-digit number represent different amounts, demonstrating a beginning understanding of place value. Compares and orders whole numbers up to 100 using concrete models and drawings, demonstrating an	 Demonstrates growing accuracy and fluency in counting within 120, forward and backward, starting at any number, and reading and writing numerals, and representing a number of objects with a written numeral. Explains that the two digits of a 2-digit number represent the amounts of tens and ones, with growing consistency and understanding. Compares and orders whole numbers up to 100 using concrete models, drawings, and the symbols >, =, and <, building proficiency 	 Counts within 120, forward and backward, starting at any number. In this range, reads and writes numerals and represents a number of objects with a written numeral. Explains that the two digits of a 2-digit number represent the amounts of tens and ones. Compares and orders whole numbers up to 100 using concrete models, drawings, and the symbols >, =, and <. 	 Counts within 120 and beyond, forward and backward, starting at any number, demonstrating fluency and flexibility in the count sequence. In this range and beyond, reads and writes numerals and represents a number of objects with a written numeral with high fluency. Explains that the two digits of a 2-digit number represent the amounts of tens and ones, and applies this understanding to solve problems and extend place value concepts to larger numbers. Compares and orders whole numbers up to 100 using concrete models, drawings, and the symbols

	initial understanding of number comparison and ordering.	in using these tools and symbols.		>, =, and <, with consistent accuracy and fluency. Applies this skill to analyze and solve real-world problems involving number comparison and ordering.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.NR.2: Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.	Uses limited strategies to solve addition and subtraction problems within 20. Uses pictures, drawings and equations at beginning levels to develop strategies for addition and subtraction within 20. Recognizes the inverse relationship between subtraction and addition within 20 with initial understanding of using this inverse relationship to solve problems. Adds and subtracts within 10 using a single strategy, with beginning levels of fluency. Uses the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false, with beginning levels of accuracy. Demonstrates beginning accuracy and fluency in determining the unknown whole number in an addition or subtraction equation relating to three whole numbers. Applies properties of operations as strategies to solve addition and	 Uses an increasing number of strategies to solve addition and subtraction problems within 20. Developing accuracy in use of pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by examining strings of related problems. Recognizes the inverse relationship between subtraction and addition within 20 and is developing the ability to use this inverse relationship to solve authentic problems. Adds and subtracts within 10 using a few strategies, with increasing fluency. Uses the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false, with increasing accuracy. Developing accuracy and fluency in determining the unknown whole number in an addition or subtraction equation relating to three whole numbers. Applies properties of operations as 	Uses a variety of strategies to solve addition and subtraction problems within 20. Uses pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems. Recognizes the inverse relationship between subtraction and addition within 20 and uses this inverse relationship to solve authentic problems. Fluently adds and subtracts within 10 using a variety of strategies. Uses the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false. Determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. Applies properties of operations as strategies to solve addition and subtraction problem situations within 20.	 Uses a wide variety of efficient strategies to solve addition and subtraction problems within 20 and beyond, with consistent accuracy and fluency. Independently explores and extends the use of pictures, drawings, and equations to develop effective strategies for addition and subtraction within 20 and beyond by analyzing complex strings of related problems. Recognizes the inverse relationship between subtraction and addition within 20 and flexibly uses this inverse relationship to solve authentic problems. Fluently adds and subtracts within 10 using a diverse range of strategies, and extends this fluency to numbers beyond 10. Uses the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false, with consistent accuracy, and explains the reasoning behind the determination. Determines the unknown whole number in an addition or subtraction equation relating to three or more whole numbers, and generalizes this understanding to solve more complex problems. Applies and extends properties of operations as strategies to solve addition

	subtraction problem situations within 20, with initial levels of accuracy.	strategies to solve addition and subtraction problem situations within 20, with growing consistency.		and subtraction problem situations within 20 and beyond.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.NR.5: Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.	Uses a single strategy to solve applicable, mathematical addition and subtraction problems with one-digit whole numbers, with limited accuracy. Given a two-digit number, finds 10 more or 10 less than the number by counting, and explains with beginning levels of reasoning. Adds and subtracts multiples of 10 within 50, with beginning levels of accuracy.	Uses an increasing number of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers, with growing accuracy. Given a two-digit number, mentally finds 10 more or 10 less than the number, with occasional need to count; explains the reasoning used with increasing accuracy. Adds and subtracts multiples of 10 within 100, with developing accuracy.	 Uses a variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers. Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used. Adds and subtracts multiples of 10 within 100. 	Uses a wide variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers, and extends these strategies to larger numbers, with consistent accuracy. Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used and applies this understanding to solve more complex problems. Adds and subtracts multiples of 10 within 100 and beyond, with consistent accuracy.
PATTERNING	& ALGEBRAIC REASON	ING – repeating patte	erns, growing, patterns,	and shrinking patterns
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.PAR.3: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.	Investigates and creates repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string, with substantial guidance. Identifies and describes growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, with beginning	 Investigates and creates repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string. Identifies and describes, growing, shrinking, and repeating patterns based on the repeated addition or subtraction of Is and 5s, with developing consistency. 	 Investigates, creates, and makes predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string. Identifies, describes, and creates growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s. 	 Investigates, creates, and makes predictions about complex repeating patterns with a core of more than 3 elements resulting from repeating an operation, as a series of shapes, or a number string, and analyzes the structure of these patterns. Identifies, describes, and creates sophisticated growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, 10s, and beyond, and applies

levels of this understanding to solve understanding. real-world problems. MEASUREMENT & DATA REASONING - length, time, and money 1 Beginning to Standard 3 Proficient 2 Developing 4 Distinguished **Demonstrate** • Estimates and • Estimates, measures, • Estimates, measures, • Estimates, measures, and 1.MDR.6: Use measures lengths of and records lengths of and records lengths of records lengths of objects appropriate objects using objects using objects using using non-standard units, tools to non-standard units, non-standard units, non-standard units, and measure, and compares and orders and compares two and compares and compares and orders up more than three objects order, and to three objects using the objects using the orders up to two using the recorded compare recorded recorded measurements. measurements. Analyzes the objects using the intervals of length and measurements, recorded Describes the objects objects compared. demonstrating an measurements. compared. • Tells and writes time in time, as well emerging Describes the objects • Tells and writes time in hours, half-hours, and as hours and half-hours quarter-hours using analog understanding of compared, denomination measurement and demonstrating a using analog and digital and digital clocks, and s of money to comparison. Provides clocks, and measures measures elapsed time to solve real-life, growing understanding of mathematical basic descriptions of elapsed time to the hour the half-hour and quarterthe objects compared. measurement and on the hour using a hour using a predeterproblems and • Tells time in hours comparison. predetermined number mined number line. analyze • Tells and writes time in graphical using analog and line. Identifies the value of • Identifies the value of digital clocks, and hours using analog quarters, dimes, nickels, and displays of data to measures elapsed and digital clocks, and quarters and compares pennies, and compares their time to the hour on the measures elapsed the values of pennies, values in various answer hour using a predetertime to the hour on the nickels, dimes, and combinations, and applies relevant mined number line, this understanding to solve hour using a quarters. questions. demonstrating a · Asks questions and real-world problems predetermined beginning number line, with answers them based on involving money. understanding of time developing degrees of gathered information, • Asks questions and answers accuracy. them using analysis of concepts. observations, and • Identifies the value of • Identifies the value of appropriate graphical gathered information, quarters and quarters and displays to compare and observations, and a variety compares the values compares the values order whole numbers. of appropriate graphical of pennies, nickels, of pennies, nickels, displays to compare and dimes, and quarters in dimes, and quarters in order whole numbers, a manner a manner demonstrating an advanced demonstrating a understan-ding of demonstrating an initial understanding of numerical relationships. growing coin values. understanding. • Asks basic questions Asks simple questions and answers them and answers them based on gathered based on gathered information to information and compare whole observations to numbers, compare and order whole numbers. demonstrating a begin- ning ability to use data to make comparisons.

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
1.GSR.4: Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.	Identifies basic two-dimensional shapes and three-dimensional figures, and sorts them by a single attribute, demonstrating a beginning understanding of geometric concepts. Composes simple two-dimensional shapes (rectangles and squares) to create a shape formed of two shapes, demonstrating an initial understanding of shape composition. Recognizes that circles and rectangles can be partitioned into two equal shares, demonstrating an emerging understanding of equal partitioning.	Identifies common two-dimensional shapes and three-dimensional figures, sorts and classifies them by some attributes, and builds and draws shapes that possess some defining attributes, demonstrating a develop- ing understanding of geometric concepts. Composes two-dimensional shapes (rectangles, squares, and triangles) and three-dimensional figures (cubes and rectan- gular prisms) to create a shape formed of two common shapes, demon- strating developing skill in composing new shapes from composite shapes. Partitions circles and rectangles into two equal shares, demonstrating a developing understanding of equal partitioning.	Identifies common two-dimensional shapes and three-dimensional figures, sorts and classifies them by their attributes and builds and draws shapes that possess defining attributes. Composes two-dimensional shapes (rectangles, squares, triangles, half- circles, and quarter-circles) and three-dimensional figures (cubes, rectangular prisms, cones, and cylinders) to create a shape formed of two or more common shapes and compose new shapes from the composite shape. Partitions circles and rectangles into two and four equal shares.	Identifies a variety of two-dimensional shapes and three-dimensional figures, sorts and classifies them by multiple attributes, and builds and draws shapes that possess all defining attributes. Composes complex two-dimensional shapes (rectangles, squares, triangles, half-circles, quarter-circles, and other shapes) and three-dimensional figures (cubes, rectangular prisms, cones, cylinders, and other figures) to create a shape formed of multiple common shapes, and composes new shapes from the composite shape. Partitions circles and rectangles into two and four equal shares, and extends this understanding to partition other shapes into equal shares, demonstrating an advanced understanding of equal partitioning.