Student Name _____

	Date 1	Date 2	Date 3
Topic A			
Topic B			

Topic A: Building and Drawing Flat and Solid Shapes

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 1 set of four 3" straws, 1 set of four 5" straws (separated by length for the student), small clay balls for connectors, 5 real-world items with familiar shapes (e.g., book, clock, including a square and rectangle), pattern block shapes (Template 1)

1. (Place all straws and formed clay connecting balls in front of the student.) Build a square.
2. (Place solid shapes in front of the student.) Choose one object that has the shape you just built.
3. (Place pattern blocks template in front of the student horizontally.) The star is the beginning. Point to the third shape. Point to the seventh shape.
4. (Turn the template vertically.) The star is the beginning. Point to the first shape. Point to the ninth shape.

What did the student do?	What did the student say?
1. 2. 3. 4.	

Topic B: Composing and Decomposing Shapes

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Pattern blocks, 2 right triangles (Template 2), 3-piece square puzzle (Template 3, cut into 3 pieces), puzzle template (Template 4)

1. (Give the student two right triangles.) Use these triangles to make a rectangle.
2. (Give the student the 3-piece paper square puzzle disassembled.) This was a square. Then, I cut it into three pieces. Can you put it together so it makes a square again?
3. (Place the pattern blocks and puzzle template in front of the student.) Use your pattern blocks to complete the puzzle.

What did the student do?	What did the student say?
1.	
2.	
3.	

End-of-Module Assessment Task Standards Addressed	Topics A–B

Count to tell the number of objects.

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.

Analyze, compare, create, and compose shapes.

K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

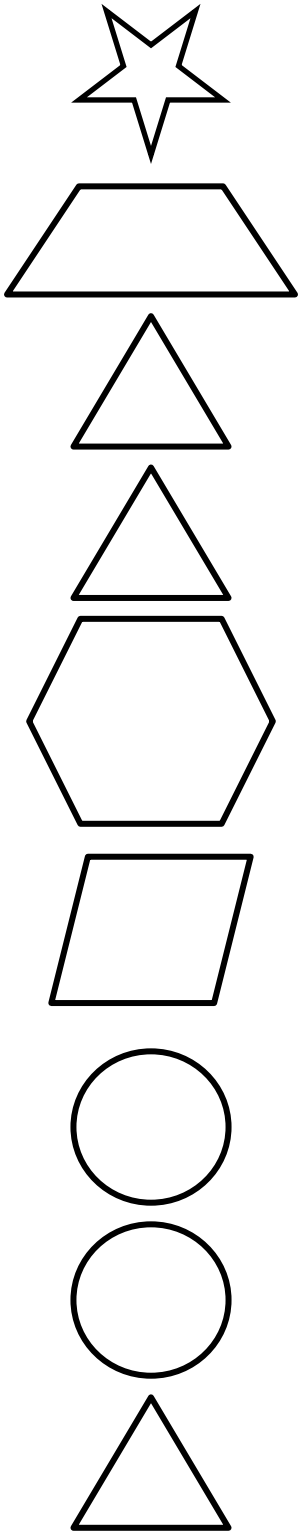
K.G.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Evaluating Student Learning Outcomes

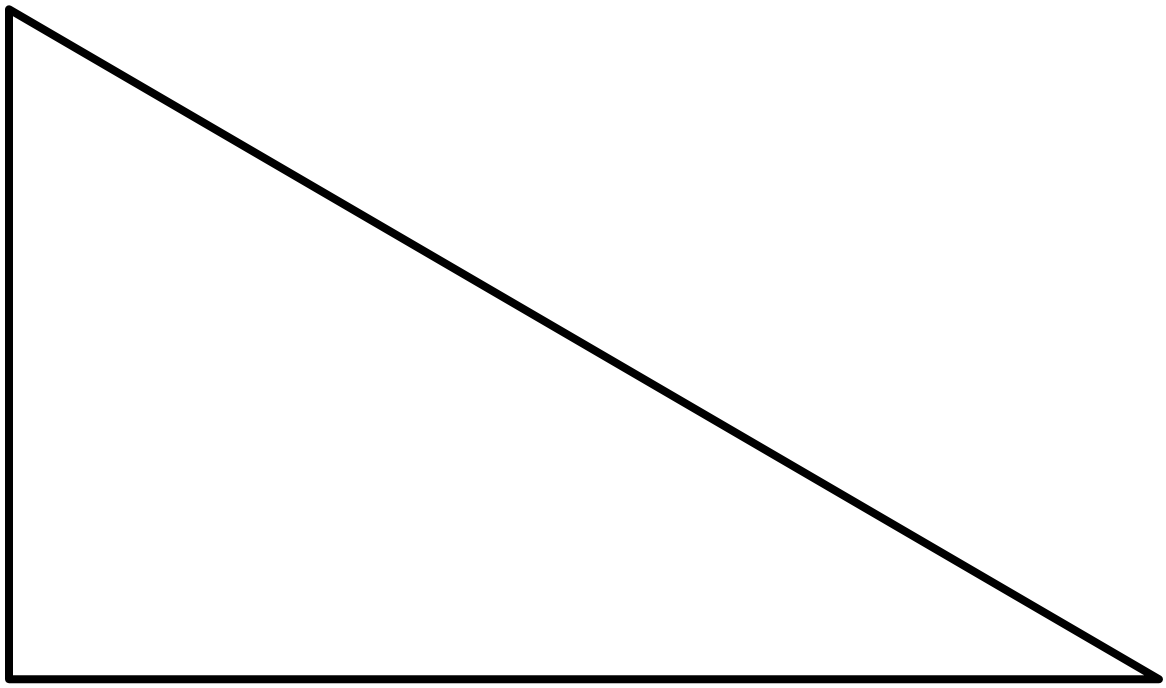
A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop on their way to proficiency. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

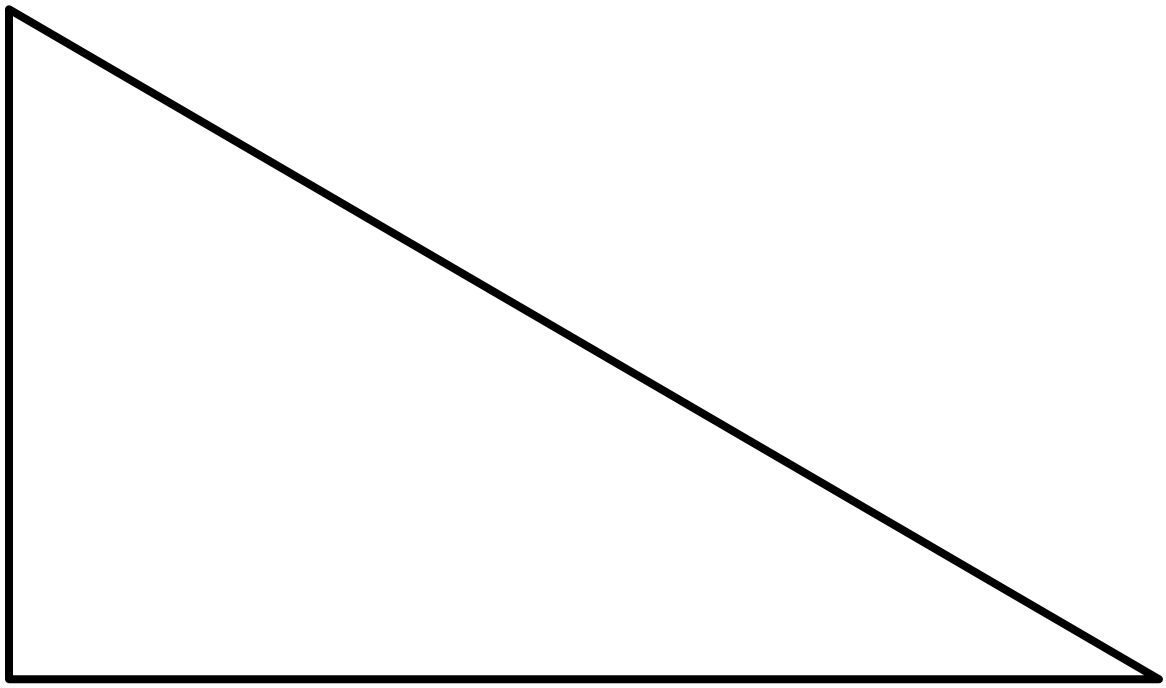
A Progression Toward Mastery				
Assessment Task Item and Standards Assessed	**STEP 1** **Little evidence of reasoning without a correct answer.** (1 point)	**STEP 2** **Evidence of some reasoning without a correct answer.** (2 points)	**STEP 3** **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** (3 points)	**STEP 4** **Evidence of solid reasoning with a correct answer.** (4 points)
Topic A **K.CC.4d** **K.G.5**	The student: ▪ Does not build a closed figure. ▪ Struggles to select a real-world object that matches the shape he built or does not choose any object. ▪ Is unable to identify the position of the third, seventh, first, and ninth shape in any orientation of the pattern block template.	The student: ▪ Builds a rectangle or some other shape. ▪ Struggles to select a real-world object that matches the shape he built or chooses an object with no matching shape. ▪ Correctly identifies the position of some of the shapes but is clearly confused when the template is turned or requires teacher support on where to start.	The student: ▪ Builds a square but considers the two different length straws before building with four equal length straws. ▪ Selects a real-world object that matches the square with some hesitation. ▪ Correctly identifies the position of at least two shapes: third, seventh, first, and ninth shapes.	The student correctly: ▪ Builds a square using four equal straws. ▪ Selects a real-world object that matches the square built. ▪ Identifies the third and seventh shape from the beginning of the horizontal line. ▪ Identifies the first and ninth shape from the beginning of the vertical line.
Topic B **K.G.6**	The student: ▪ Does not join the triangles and does not make a rectangle. ▪ Does not attempt to put the pieces together, may not know what a square is, and may just line up the pieces. ▪ Places random pattern blocks on the puzzle with no understanding of spatial relationships between the pattern blocks and the puzzle.	The student: ▪ Puts the triangles together so that two sides are touching but does not make a rectangle. ▪ Keeps moving the pieces around but is unable to make the square. ▪ Places some correct pattern block pieces on the puzzle, but several pieces are incorrect and sticking out of the puzzle border.	The student: ▪ Makes a rectangle after several trial-and-error attempts. ▪ Makes the square with more time elapsed and more trial and error. ▪ Completes the puzzle after trying several different pieces with more time elapsed due to the trial and error of choosing different shapes to fit in the puzzle.	The student correctly: ▪ Makes a rectangle without much hesitation. ▪ Makes the square with very little trial and error. ▪ Completes the puzzle using the correct pattern blocks so that nothing extends past the puzzle border.

Class Record Sheet of Rubric Scores: Module 6			
Student Names:	**Topic A:** Building and Drawing Flat and Solid Shapes	**Topic B:** Composing and Decomposing Shapes	**Next Steps:**

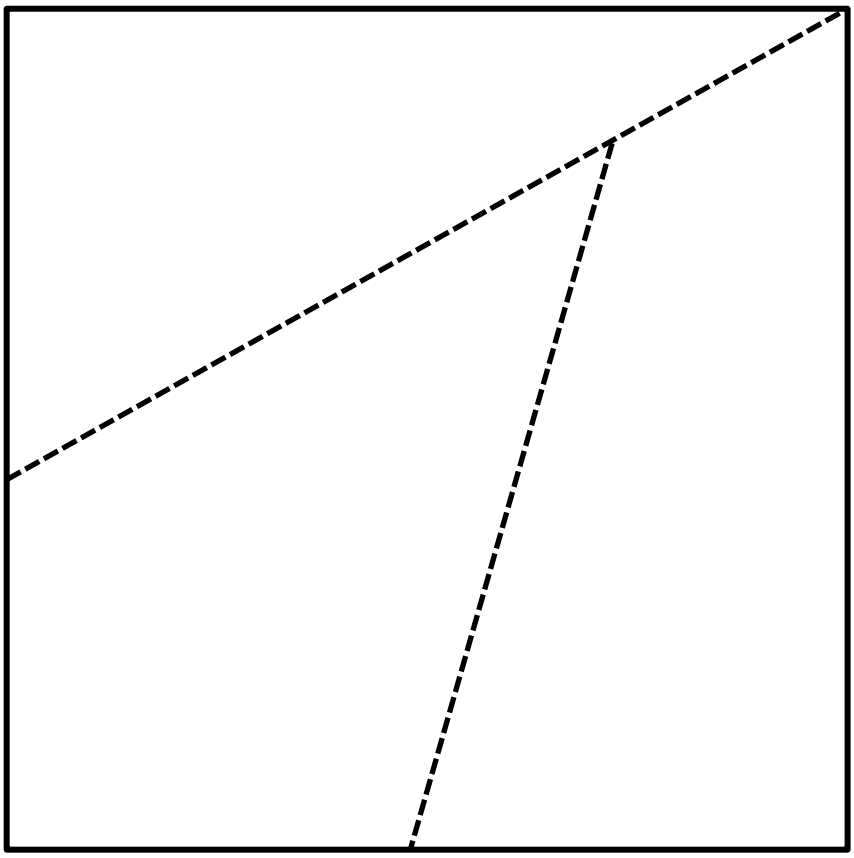


pattern block shapes

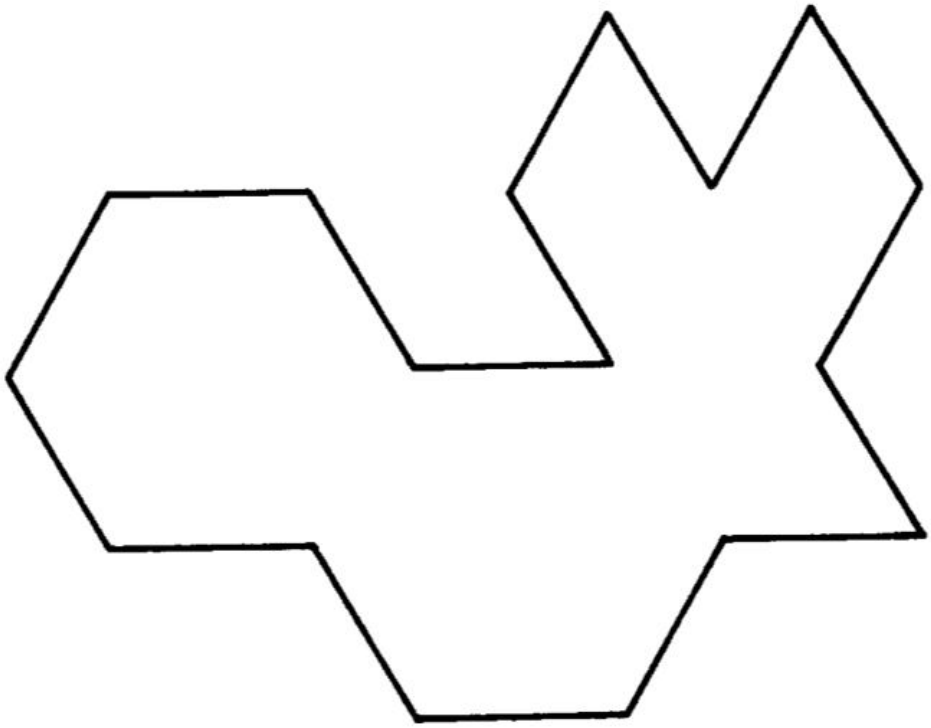




2 right triangles



3-piece square puzzle



puzzle template