**Mathematics: Shapes Learning Progression**

| **Domain: Mathematics** | | | | |
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| **Strand: Geometry** | | | | |
| **Learning Progression: Shapes** | | | | |
| **Operational Definition: Matches, identifies, describes, and combines two- and three-dimensional shapes** | | | | |
|  | **A** | **B** | **C** | **D** |

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| **Two-Dimensional Shapes** | Attends to objects. | Explores objects of different shapes. | Adapts behaviors with objects based on their shape (e.g., rolls a ball; stacks a few large blocks). | Matches simple shapes in play through trial-and-error. |

**Observational Rubric:** Two-Dimensional Shapes

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
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| (Same as Levels 1-5) | **A** | Child attends to objects. | **Quinn**—Quinn looked intently at a star shape in a picture book of simple shapes we were looking at together. |
| **Adaptations: Evidence Examples** | **Vision:** | **Juanita**—Juanita quieted when I shook a small block with a bell inside near her hand. She reached toward it, and I positioned the block so that she could grasp it. She then played with it by waving it back and forth to make it jingle. |
| **B** | Child explores objects of different shapes. | **Monica**—Monica reached for a ball in the basket next to her. A few moments later she took a soft block out of the same basket, looking at it closely. |
| **Adaptations: Evidence Examples** | **Motor:** | **José Luis**—With his upper body well supported in his wheelchair, José Luis reached and grasped the small wooden car with the handle on top that I placed on his wheelchair tray. He held it briefly and moved it across his tray. |
| **C** | Child adapts behaviors with objects based on their shape (e.g., rolls a ball; stacks a few large blocks). | **Lazarus**—Lazarus stacked three blocks on top of each other. Later that morning he gathered a few balls and rolled them down a ramp. |
| **Adaptations: Evidence Examples** | **Motor:** | **Camilla**—Camilla played in the manipulative area today. I moved her adapted chair up to the table so that she could sit well-supported and manipulate some of the objects. Although it took several attempts, she stacked two Velcro blocks on top of one another and also picked up several small wooden balls and released them into a simple shape sorter box. |
| **D** | Child matches simple shapes in play through trial-and-error. | **Pema**—Pema grasped a triangle block in her hand and tried dropping it into the circle-shaped hole, but it didn’t fit. Then she found the triangle hole and dropped the block through the triangle-shaped opening. |
| **Adaptations: Evidence Examples** | **Vision:**  **Motor:** | **Caitlin**—Caitlin played with the textured, bright-colored, high contrast shape puzzle today. She worked the puzzle by first choosing a shape to place, and then trailing her fingers inside the cutout shapes on the board until she found a likely match. She easily placed the circle and, with some trial-and-error, was also able to place the square and triangle in the appropriate spaces.  **Antonio**—Antonio and I played with some simple shape blocks today. With his trunk and head well supported, he gestured with his arm to direct me where to put a square block and a round block. I picked up the round block and placed it over the shape board, waiting for him to nod his head if he wanted me to put it in. Although it took time for him to communicate, he was able to direct me to place the round shape correctly in the shape board. |