

# Skills Progression Matrix

**Student Name:** \_\_\_\_\_ **Teacher Name:** \_\_\_\_\_

**Student Project ID#** \_\_\_\_\_

**Content Area:** Mathematics

**Strand:** Geometry

**Grade Band:** 3-5

**Reporting Period** (circle):

November

February

May

For the reporting period, indicate which of the skills/subskills your student can complete by placing a check in the column that describes the nature of the evidence. Indicate the level of support required using the codes listed below. If a student uses more than one level of support, indicate the most “intrusive” level. **Only complete the unshaded cells, but be sure to fill in the blanks in the left-hand column as appropriate.**

Nature of Evidence (i.e., How do you know?)	Level of Support	
1 = Based on records from previous teacher(s)	I= Independent	G= Gestural
2 = Observation as part of instructional activity	V= Verbal	PP=Partial Physical
3 = Assessed and recorded using a data collection sheet	VI= Visual	FP= Full Physical
4 = Assessed and have student work sample		

<i><b>First Construct</b></i>	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
<b>This student can...</b>					
Attend to/manipulate two geometric shapes that are the same					
Recognize that two geometric features have the same attributes					
Match two-dimensional concrete geometric shapes (objects)					
<i>How many shapes? _____</i>					
<i>Which shapes? Circle the shapes the student can match: circle, square, triangle, rectangle</i>					
Match a picture of a two-dimensional geometric shape to an object of that shape					
<i>How many shapes? _____</i>					
<i>Which shapes? Circle the shapes the student can match: circle, square, triangle, rectangle</i>					
Match pictures of two-dimensional geometric shapes (picture to picture)					
<i>How many shapes? _____</i>					
<i>Which shapes? Circle the shapes the student can match: circle, square, triangle, rectangle</i>					
Sort two-dimensional geometric shapes that are very dissimilar					
<i>Objects</i>					
<i>Pictures</i>					
Sort two-dimensional geometric shapes by one attribute (size or shape)					
<i>Objects</i>					
<i>Pictures</i>					
Classify two-dimensional geometric shapes by one attribute (size or shape)					
Identify two-dimensional geometric shapes					
Match three-dimensional concrete geometric shapes (objects)					
<i>How many shapes? _____</i>					

Nature of Evidence (i.e., How do you know?)	Level of Support	
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<i><b>First Construct</b></i>	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
<b>This student can...</b>					
<i>Which shapes? Circle the shapes the student can match: sphere, cube, pyramid, cylinder</i>					
Match a picture of a three-dimensional geometric shape to an object of that shape					
<i>How many shapes? _____</i>					
<i>Which shapes? Circle the shapes the student can match: sphere, cube, pyramid, cylinder</i>					
Match pictures of three-dimensional geometric shapes (picture to picture)					
<i>How many shapes? _____</i>					
<i>Which shapes? Circle the shapes the student can match: sphere, cube, pyramid, cylinder</i>					
Sort three-dimensional geometric shapes that are very dissimilar					
<i>Objects</i>					
<i>Pictures</i>					
Sort three-dimensional geometric shapes by one attribute (size or shape)					
<i>Objects</i>					
<i>Pictures</i>					
Classify three-dimensional geometric shapes by one attribute (size or shape)					

<i><b>Second Construct</b></i>	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
<b>This student can...</b>					
Recognize positional concepts of on/off					
Recognize positional concepts of above/below					
Recognize positional concepts of on top of/under					