Grade: 7

Content Area: Mathematics

Domain: Geometry

Learning Standard: 7.G.A.1
STRAND COVER SHEET

(1) Student's Name: Cristiano Sansouci

(2) Student's grade as reported in the Student Information Management System (SIMS): 07

(3) a. Content Area (Subject): Mathematics
   b. Strand: Mathematics - Geometry
   c. Learning Standard(s): 7.G.A.1 Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

   (List standards for the grade in which the student was reported in SIMS.)

(4) Level of complexity: (Student addresses learning standard(s) in this strand at the following level)
   - [ ] at "grade-level" expectations
     (use Work Descriptions for "grade-level" or "competency" portfolio)
   - [X] through "entry points"
     (list page on which entry point is found in the Resource Guide): Page: 131
   - [ ] through "access skills"
     (practiced during academic instruction based on the grade-level standard listed above.)

(5) Measurable outcome: Indicate in measurable, observable terms the one targeted skill the student is expected to learn as a result of instruction in the learning standard at the level of complexity listed above (for example, "student will identify at least three characters in a story read aloud with 80% accuracy and 100% independence").

   Cristiano will match simple identical two-dimensional shapes with 80% accuracy and 100% independence.

(6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill. List any augmentative and/or alternative communication (AAC) system, if used:

   Uses object and picture representations to communicate Responses are scribed Positive reinforcement system for correct responses

Primary evidence checklist (optional):
Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence and that all evidence is labeled.

<table>
<thead>
<tr>
<th>Evidence Page Type</th>
<th>My Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Data Chart</td>
<td>Matching Shapes</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Teacher Scribed Work Sample (matching circles)</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Work Sample (Square Tower)</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Teacher Scribed Work Sample (matching circles)</td>
</tr>
</tbody>
</table>

(Continue list on additional paper, if needed.)
**DATA METHOD 1: FIELD DATA CHART** (student performance on a series of tasks, or on a collection of work samples, related to a targeted skill)

**COMPLETE ALL INFORMATION BELOW.**

**Student Name:** Cristiano Sansouci  
**Content Area/Strand:** Mathematics - Geometry

**Learning Standard:** 7.G.A.1 Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

**Measurable Outcome:** Cristiano will match simple identical two-dimensional shapes with 80% accuracy and 100% independence.

**At least eight (8) different dates are required.**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy and Independence</td>
<td>+ / I</td>
<td>+ / I</td>
<td>- / I</td>
<td>+ / I</td>
<td>- / I</td>
<td>+ / I</td>
<td>+ / I</td>
<td>+ / I</td>
<td>+ / I</td>
<td>+ / I</td>
</tr>
</tbody>
</table>

(see KEY):

<table>
<thead>
<tr>
<th>% Accuracy: SUMMARY for this date</th>
<th>40</th>
<th>40</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>80</th>
<th>100</th>
<th>80</th>
<th>100</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Independence: SUMMARY for this date</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<td>100</td>
</tr>
</tbody>
</table>

**Brief Description** (What was student asked to do and how did he/she do it?)

- **When given a shape card (circles), student matched it to the identical shape card in a field of 2.**
- **During a counting activity with manipulatives, student matched identical 2 dimensional shapes (squares) in a field of 2.**
- **When given a shape card (circles), student matched it to the identical shape card in a field of 2.**
- **During a science lesson about planets, student matched 2 identical shapes (circles) in a field of 2.**
- **During a counting activity with manipulatives, student matched shape to an identical square cut out in a field of 2 to build a 2 dimensional tower on his board.**
- **When given a square cut out, student matched shape to an identical square cut out in a field of 2 to build a 2 dimensional tower on his board.**
- **When given a shape card (squares), student matched it to the identical shape card in a field of 2.**
- **When given a shape card (circles), student matched it to the identical shape card in a field of 2.**
Self-Evaluation: (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

Briefly describe how the measurable outcome was addressed.

(What was student asked to do, and how did he/she do it?):

Student matched identical 2 dimensional shapes (circles) in a field of 2 using flashcards.
Student: Cristiano  
Date: 11/25/13  

Activity: Student matched identical 2 dimensional shapes (circles) in a field of 2 using flashcards.  

<table>
<thead>
<tr>
<th>Order Flash Cards Presented</th>
<th>Student Response</th>
<th>Accuracy + or -</th>
<th>Independence I or P</th>
<th>Teacher Comments (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left Right</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Circle Square</td>
<td>+</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Square Circle</td>
<td>-</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Circle Square</td>
<td>+</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Square Circle</td>
<td>+</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Circle Square</td>
<td>-</td>
<td>I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Scores: 100% 100%
Activity: Using cut out shapes (circles and squares) student will select a square from an array of 2 (one being a square and one being a circle) and match the square to the drawn square on the board to complete the tower.