

# Individual Formative Assessment Management Tool

Individual Formative Assessment Score

E – Exceeds S – Satisfactory N – Needs Improvement U – Unsatisfactory I - Incomplete

Student Name \_\_\_\_\_

GLE: MA.C.2.1.1.2.1 Describes symmetry in two-dimensional shapes	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36	Lesson 37	Lesson 38	

**Observations, Comments, Strategies**

GLE: MA.C.2.1.1.2.2 Determines lines of symmetry of two-dimensional shapes by using concrete materials	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36	Lesson 37	Lesson 38	

**Observations, Comments, Strategies**

GLE: MA.C.2.1.1.2.3 Knows congruent shapes	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36	Lesson 37	Lesson 38	

**Observations, Comments, Strategies**

GLE: MA.C.2.1.1.2.4 Identifies shapes that can be combined or separated (for example, a rectangle can be separated into two triangles)	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

GLE: MA.C.2.1.1.2.5 Predicts the reflection of a given two-dimensional shape	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

GLE: MA.C.2.1.2.2.1 Identifies and demonstrates slides, flips, and turns of simple figures using concrete materials	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

GLE: MA.C.3.1.2.2.2 Locates and identifies the coordinate point of objects on a coordinate grid (first quadrant)	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

# Individual Formative Assessment Management Tool

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**E – Exceeds S – Satisfactory N – Needs Improvement U – Unsatisfactory I - Incomplete**

Student Name \_\_\_\_\_

GLE: MA.D.1.1.2.2.2 Combines two attributes in creating a pattern (for example size and color).	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

GLE: MA.D.1.1.2.2.3 Transfers patterns from one medium to another (for example, pictorial to symbolic).	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

GLE: MA.D.1.1.2.2.5 Identifies patterns in the real-world (for example, repeating, rotational, tessellating, and patchwork.)	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

GLE: SS.A.3.1.2.2.1 The student knows some works of art that reflect the cultural heritage of the community or country (for example, paintings, statues).	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

GLE: SS.B.2.1.3.2.1 The student knows ways trade helps families in different places meet their basic needs of clothing, food, and shelter.	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

GLE: SS.B.2.1.4.2.1 The student knows ways people can conserve and replenish natural resources	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

GLE: LA.A.2.1.3.2.1 Reads informational text for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locate information to answer a question.)	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26
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**Observations, Comments, Strategies**

# *Suggested ACHIEVEMENT KEY*

## *K-2 Academic Achievement Guide*

The Florida State Standards describe what students should know and be able to do. The symbols below could be used to describe current achievement levels of the Florida Sunshine State Standards. These are only suggested. The teacher is encouraged to use symbols that are consistent in his or her district for purposes of recording student progress on the Individual Formative Assessment Management Tool included with this unit.

**E – Exceeds** ~ achievement is above the grade level expectation  
~ knowledge/skills are demonstrated in creative and complex ways

*The achievement level goes above and beyond the expected performance on the GLEs. Teachers should use this achievement code for students that exceed the grade level expectations and should be able to document student performance beyond grade level.*

**S – Satisfactory** ~ achievement is at the grade level expectation  
~ knowledge/skills are demonstrated with considerable competence

*The achievement level consistently meets the expected performance on the GLEs. Teachers should use this achievement code for students that satisfactorily meet the grade level expectations.*

**N – Needs Improvement** ~ achievement is approaching the grade level expectation  
~ knowledge/skills are demonstrated with some competence

*The achievement level does not yet meet the expected performance level on the GLEs. Teachers should use this achievement code for students that need to improve to meet grade level expectations.*

**U – Unsatisfactory** ~ achievement is well below the grade level expectation  
~ knowledge/skills are demonstrated with limited competence

*The achievement level is well below the expected level on the GLEs. Teachers should use this achievement code for students whose achievement is unsatisfactory in relation to grade level expectations.*

**I – Incomplete** ~ insufficient information available at this time

*The achievement level cannot be determined due to lack of achievement data. Teachers should use this achievement code for students who have not been in attendance for a sufficient amount of time to gather adequate assessment data.*

Color-coding: Another suggestion is to utilize colors to record student performance rather than symbols. Any color code may be used. Colors below only suggested. Using colors may make it simpler to identify strengths and weaknesses of students with regards to their performance on selected targeted standards.

E - Green

S - Blue

N – Yellow

U - Orange

I - Pink