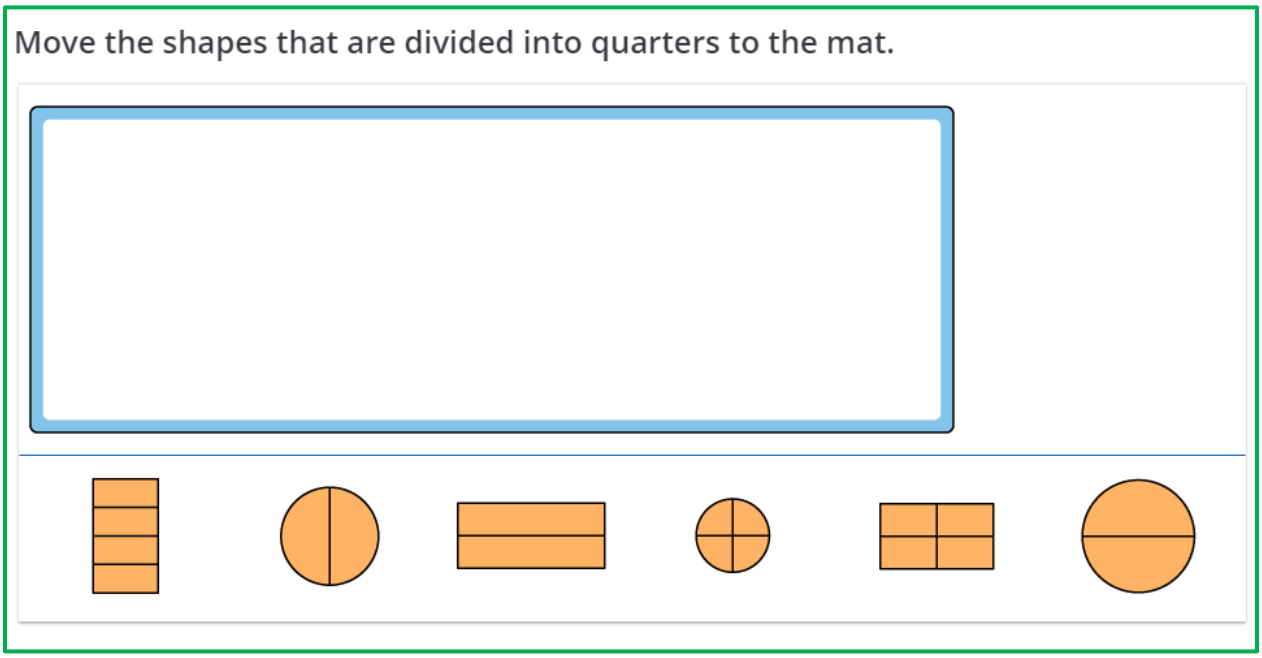
NWEA Assessment Item Illustrating 1.G.A.3

Domain: Geometry
1.G.A: Reason with shapes and their attributes.
Calculator Availability: No



Alignment: 1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters*, and use the phrases *half of, fourth of,* and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

This item focuses on the component of the standard where students describe the equal shares that a shape is partitioned into as *quarters*. It is important that students become familiar with the vocabulary terms *half of* and *fourth of* and that they relate those terms to geometric figures that have been divided into equal parts. Naming the equal shares as *half of*, *fourth of*, or q*uarter of* also helps develop understanding of the part-whole relationship. It is especially important that students make the connection that as shapes are divided into more parts, the parts get smaller.

Coherence: Although students will not be introduced to fraction notation until grade 3, the work that they do in the Geometry domain in grades 1 and 2 provides a foundation for understanding fractions. Partitioning shapes into equal parts and naming those parts began in kindergarten, when students composed and decomposed shapes.[K.G.B.6] In grade 2, students will continue to partition shapes into equal areas, including thirds.[2.G.A.3] This work will culminate in grade 3, when students will partition shapes into equal areas and describe the areas as fractions of the shape.[3.G.A.2] The work in grade 1 also builds a foundation for developing an understanding of fractions as numbers in the Number and Operations–Fractions domain in grade 3.

Rigor: This item attends to conceptual understanding. Students must demonstrate knowledge of equal parts and the vocabulary used to describe specific partitions of shapes.

Answer Key: