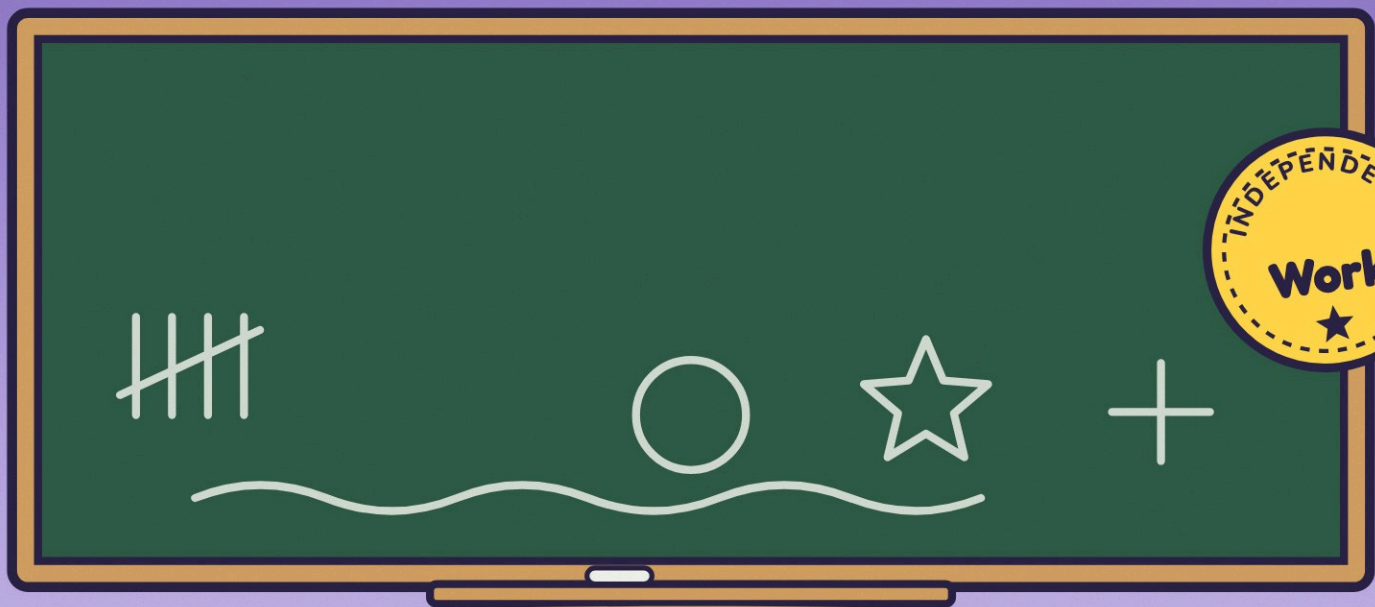
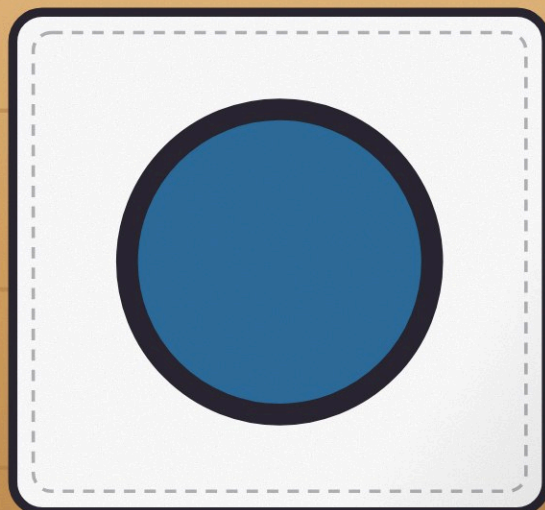


2D Shape ID

TASK BOX



INDEPENDENT
Work
★



Circle

Square

• 22 pages • 3 levels

What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps
START HERE**

4

01 The Color Set

PAGES 6–9



**Shape Reference
Chart (Color)**

CHART

6



**Level 1 Cards
(Color)**

CARDS

7



**Level 2 Cards
(Color)**

CARDS

8



**Level 3 Cards
(Color)**

CARDS

9

02 The Ink-Saver Set

PAGES 11–14



**Shape Reference
Chart (Ink-Saver)**

CHART

11



**Level 1 Cards (Ink-
Saver)**

CARDS

12



**Level 2 Cards (Ink-
Saver)**

CARDS

13



**Level 3 Cards (Ink-
Saver)**

CARDS

14

03 Key, Data and Home

PAGES 16–21



**Answer Key and
Card List**

REFERENCE

16



**Task Box Data
Sheet**

LOG

17



Percent Graph

TRACKER

18



Filled Example

EXAMPLE

19



Practice at Home

NOTES

20



Phrase Bank

REFERENCE

21

TWO SHAPE SETS, ONE BOX

Sections 1 and 2 are the same cards twice: filled, colored shapes for a laminated classroom box, outline-only shapes for a photocopier or a copy that goes home. Nothing on a card says its level except a dot code in the corner.

PRACTICE, NOT A TEST

Independent work practice with a data sheet attached. It counts cards with the right shape name marked and nothing else; what that means for a student is your team's call.

Start Here — Three Steps

Ninety seconds of sorting shapes by sight. The cards need scissors and nothing else.



1

Print and cut

Print the reference chart and the three card pages from the color set (pages 6–9) on cardstock, or the ink-saver set (pages 11–14) on plain paper. Laminate if the box will live in a rotation.

Cut along the dashed lines. Keep each level in its own bag; the dot code puts a mixed-up box back together.



2

Run the cards

Hand over one card and say the same short line each time (page 21). The child reads the shape and marks one choice tile — a circle, a clothespin or a chip. Laminated cards take a dry-erase marker and wipe clean.

Start at Level 1 unless the student already names all eight shapes without help; the answer key (page 16) has every card.



3

Record and graph

Write the date, the level, cards correct and cards given on the data sheet (page 17) the same day, and what help was given in your own words.

Plot the percent on the graph (page 18). Send the family page (page 20) home the week the box is new.

WHAT THIS FILE IS

A fillable PDF with cut-apart 2D shape identification cards built in, plus the data pages behind them. The cards are a print task (a shape name is circled, clipped or covered); the data sheet, graph, family page and headers take typing. It works offline, with no account or subscription, and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a test of anything. It does not cover 3D shapes, sides-and-corners vocabulary, or area and perimeter — it is 2D shape identification only, naming which shape is which. It carries no prompt hierarchy, fading schedule or mastery rule; it describes how to run the cards already printed and how to count what happened.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what a percent means for a student, when to move up a level, or what the goal should say. Every one of those is a blank you fill from your own team's plan and your district's wording.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

A student answers only by matching the chart. That is expected at first; put the chart away once a level runs clean without it. The **Ask a Question** tab on the product page reaches me, and a fix is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in data sheet, graph or example-style note is a student record: initials only on anything that leaves your hands, first name only on the family page. The cards and chart live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

CHART

Shape Reference Chart (Color)

All eight shapes, in the same order every card's choice row uses, plus two family comparisons. Print once, laminate, keep it with the box.



Circle



Oval



Square



Rectangle



Diamond



Triangle



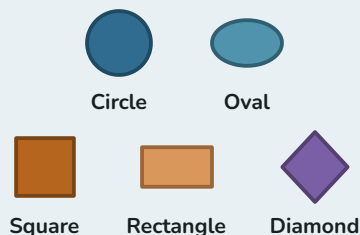
Star



Heart

SAME FAMILY, TOLD APART BY PROPORTION OR TURN

Circle and Oval both have no straight sides — the Oval is simply stretched. Square, Rectangle and Diamond all have four equal straight sides and four corners; the Rectangle is stretched the way the Oval is, and the Diamond is the same Square turned so no side sits flat. Naming any of the five means reading the PROPORTIONS or the TURN, not just counting sides.



Triangle, Star and Heart are the three shapes in the library with a point — one point, five points, and two rounded lobes that meet in one point at the bottom.



HOW THE CHART IS USED

Lay it beside the box. A child who is unsure finds the matching shape on the chart and reads the name beside it; an aide who is checking does the same. All eight shapes are listed once, in the same order every card's choice row uses, and nothing else is printed on it.

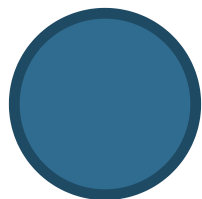
WHAT THIS CHART IS NOT

Every shape here is drawn at the same size on purpose — this product makes no claim about which shape is bigger, only which one is which. It does not cover 3D shapes (a cube, a sphere) or shape attributes like sides and corners as a separate lesson.

CARDS

Level 1 Cards (Color)

4 cards (Circle, Square), two shape names to choose from. Print on cardstock, cut along the dashed lines. This is the color set; the same cards are on page 12 in the ink-saver set.



Which shape is this?

Circle

Square

1



Which shape is this?

Circle

Square

2

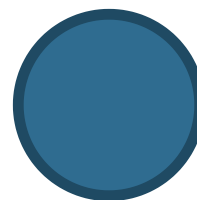


Which shape is this?

Circle

Square

3



Which shape is this?

Circle

Square

4

RUNNING A LEVEL 1 CARD

Hand over one card and say the same short line each time: "Which shape is this?" This level shows only the Circle and the Square — no curves at all against four equal straight sides — so the first cards are nearly impossible to get wrong.

THE DOT CODE

One dot in the corner means a Level 1 card. If the box gets mixed up, the dots put it back together without reading a shape name. Every card is listed on the answer key (page 16) by the small number in its bottom-left corner.

CARDS

Level 3 Cards (Ink-Saver)

4 cards (Circle, Oval, Diamond, Heart), six shape names to choose from. Print on cardstock, cut along the dashed lines. This is the ink-saver (outline only) set; the same cards are on page 9 in the color set.



Which shape is this?

Circle

Oval

Square

Rectangle

Diamond

Heart

...

1



Which shape is this?

Circle

Oval

Square

Rectangle

Diamond

Heart

...

2



Which shape is this?

Circle

Oval

Square

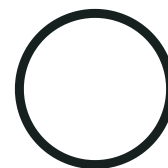
Rectangle

Diamond

Heart

...

3



Which shape is this?

Circle

Oval

Square

Rectangle

Diamond

Heart

...

4

RUNNING A LEVEL 3 CARD

Six shapes are choices here — Circle, Oval, Square, Rectangle, Diamond and Heart. This is the only level with all three classic mix-ups on one card: Square against Rectangle, a Diamond next to the Square it is easy to call sideways, and an Oval next to a Circle. Three dots mark this level.

MIXING LEVELS IN ONE BOX

A student who is solid at Level 3 can get a mixed handful from all three levels; the dots sort them back afterward. Record the level as “mixed” on the data sheet so the percent is read against the right cards, and note in the help column which shape, if any, was still being confused.

 LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the right shape name marked. Plot the percent on page 18.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	DATE	LEVEL	CARDS USED	CARDS CORRECT	CARDS GIVEN	PERCENT	HELP GIVEN	INITIALS
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

FIGURING THE PERCENT

Cards correct divided by cards given, times 100, rounded to the nearest whole number. A card is correct when exactly one shape name is marked and it matches the shape shown; a card with two marks, or none, counts as given and not correct. "Cards used" is the card numbers handed over that session.

THE HELP COLUMN IS YOUR OWN CODE

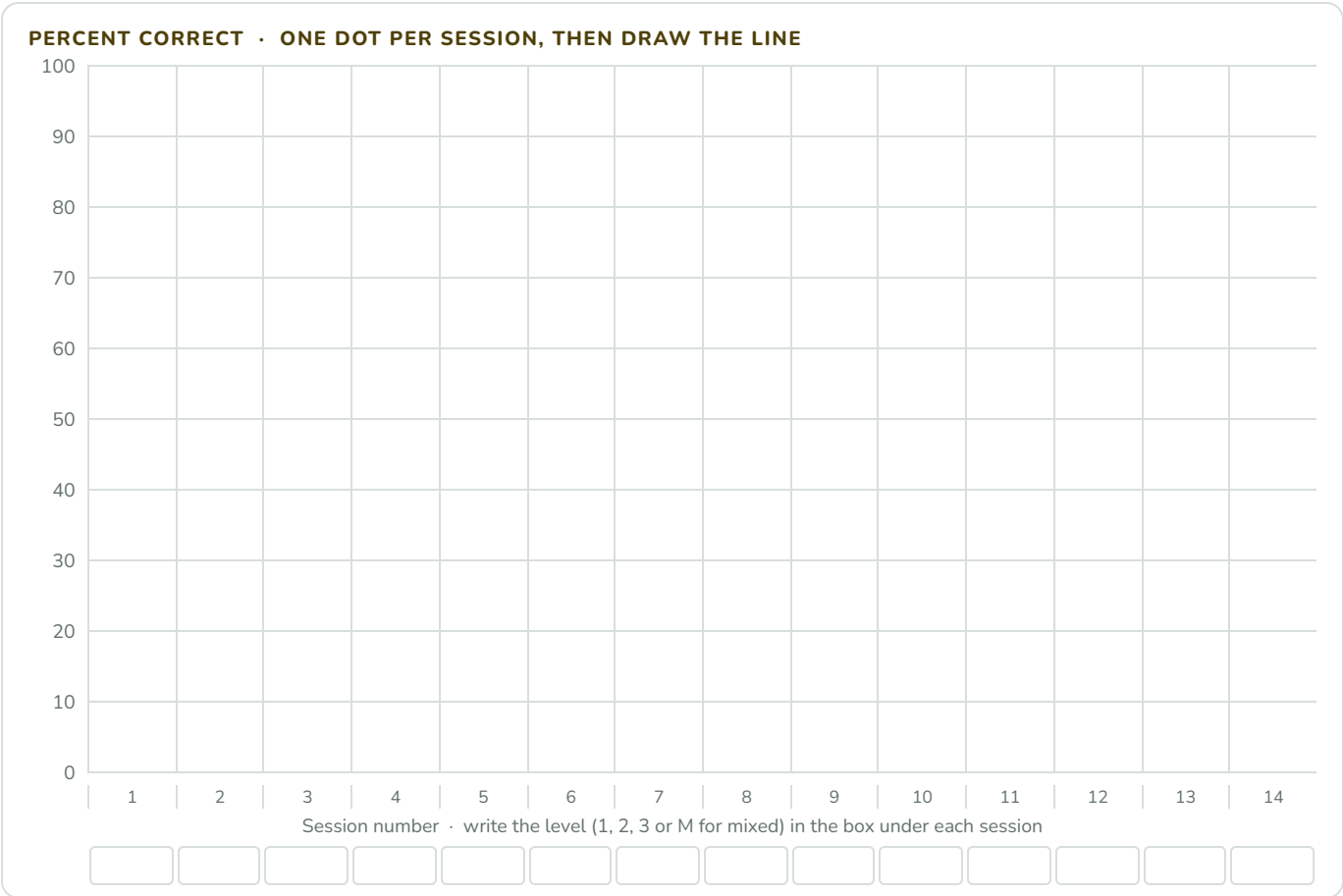
Write what you actually did — nothing, pointed to the reference chart, compared two shapes side by side. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

TRACKER

Percent Graph

Fourteen sessions across, 0 to 100 percent. One graph per student per task box.

STUDENT	TASK BOX	CRITERION (YOUR TEAM SETS IT)



A LEVEL CHANGE IS A BREAK IN THE LINE

When the level goes up, expect the percent to dip — that is a harder set, not a lost skill. Start a fresh line segment at each level change so the graph is read within a level, not across one.

SETTING THE CRITERION FIELD

This page prints no target and no typical rate. Write the criterion your team agreed to in the field above before the first session, from the goal on the data sheet (page 17), so every dot is read against the same line.

BRINGING THIS PAGE TO A MEETING

A line is easier to read across a table than a column of percents. Copy or screenshot this page for a progress report or a family conference; the raw rows stay on the data sheet.

THREE FLAT SESSIONS

Three sessions in a row flat or falling within one level is a reason to read the help column and the notes on the data sheet, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the table above.

Priya is invented, and so is every mark on this page. 8 sessions on this task box, moving up a level when the percent held at the team's criterion for two sessions running.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/8	L1	1-4	2	4	50%	Pointed to the number of straight sides
2	9/10	L1	1-4	4	4	100%	None
3	9/15	L2	1-4	2	4	50%	Compared the Square and the Rectangle side by side
4	9/17	L2	1-4	3	4	75%	Pointed to the reference chart
5	9/22	L2	1-4	4	4	100%	None
6	9/24	L3	1-4	2	4	50%	Mixed up the Diamond and the Square
7	9/29	L3	1-4	3	4	75%	Pointed to the reference chart
8	10/1	L3	1-4	4	4	100%	None

READING THE NUMBERS

Session 1, Level 1: 2 of 4 cards, 50 percent. The first Level 3 session was 2 of 4, 50 percent — a dip on a harder set, which is the expected shape. The most recent session is 4 of 4, 100 percent. Every percent above is that row's own correct count divided by its given count, rounded to the nearest whole number.

A LINE THIS SHEET COULD WRITE

"On the 2D shape identification task box (Level 3, six shape names to choose from), Priya marked the right shape name on 2 of 4 cards on 9/24 and 4 of 4 on 10/1 (help given: none)."

HOW THE GRAPH WOULD LOOK

8 dots across, with a fresh line segment starting at each level change (page 18); the level box under each session reads 1, 1, 2, 2, 2, 3, 3, 3 for this table. The criterion field would hold whatever Priya's team wrote, not a number this file supplies.

WHAT THIS EXAMPLE IS NOT

One invented child's 8 sessions. It does not predict how quickly any real student moves between levels and sets no typical rate for shape identification — it exists only to show how the data sheet, the graph and the phrase bank read once real numbers are on them.

THE HELP COLUMN, FILLED IN

Every entry is what the adult did, in the same short words each time — "none," "pointed to the reference chart," "compared two shapes side by side." None of them is a label for Priya. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.