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| **Identifying Lines of Symmetry** **Behaviours/Strategies** | | |
| Student turns over a card but is unable to identify a line of symmetry on the 2-D shape.  “I don’t know how to find it.” | Student identifies and draws what he or she thinks is a line of symmetry, but does not fold the shape to check.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t01_blm.jp | Student identifies a line of symmetry, but does not realize that the shape has more than one line of symmetry.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t02_blm.jp |
| **Observations/Documentation** | | |
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| Student identifies lines of symmetry on most 2-D shapes, but does not realize that a shape can have no lines of symmetry.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t03_blm.jp | Student identifies all lines of symmetry on 2-D shapes but struggles to sort the shapes on the sorting mat.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t04_blm.jp | Student successfully identifies all lines of symmetry on 2-D shapes and sorts them on the sorting mat.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t05_blm.jp |
| **Observations/Documentation** | | |
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