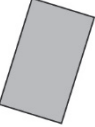




Master 12a: Activity 6 Assessment

2-D Shapes: Consolidation

Sorting Shapes Behaviours/Strategies				
Student randomly sorts shapes without thinking about attributes. "I just put shapes in columns. I didn't use a rule."	Student always sorts using non-geometric attributes (e.g., colour, size). "I like to sort by size."	Student sorts by appearance rather than attributes, and does not realize that the orientation of a shape does not matter.  "This does not look like a rectangle."	Student sorts shapes using both geometric and non-geometric attributes.	
Observations/Documentation				
Identifying Sorting Rules Behaviours/Strategies				
Student cannot identify the sorting rule.	Student sorts the shapes but does not look at the shapes in the <i>No</i> column to confirm the sorting rule.	Student identifies the sorting rule but needs help communicating it.	Student identifies and describes the sorting rule.	
Observations/Documentation				



Master 12b: Cluster Assessment

Whole Class

Big Idea					Indicators From Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student uses mathematical language to describe 2-D shapes. (Activities 1–6)									
Student can identify triangles/rectangles and explain why a shape is or is not a triangle/rectangle. (Activities 2–6)									
Student can identify 2-D shapes from a given description. (Activity 4)									
Student can sort and classify 2-D shapes by their attributes. (Activities 1, 2, 3, 5, 6)									
Student can sort 2-D shapes in different ways. (Activities 1, 5, 6)									
Student can identify the sorting rule for a pre-sorted set of 2-D shapes. (Activities 5, 6)									
Student uses geometric language to describe a sorting rule. (Activities 5, 6)									
Student can identify 2-D shapes in the environment. (Activities 2, 3)									

Master 12c: Cluster Assessment

Individual

Name: _____

	Not Observed	Sometimes	Consistently
Uses mathematical language to describe 2-D shapes. (Activities 1–6)			
Identifies triangles/rectangles and explains why a shape is or is not a triangle/rectangle. (Activities 2–6)			
Identifies and names 2-D shapes from a given description. (Activity 4)			
Sorts and classifies 2-D shapes by their attributes. (Activities 1, 2, 3, 5, 6)			
Sorts 2-D shapes in different ways. (Activities 1, 5, 6)			
Identifies the sorting rule for a pre-sorted set of 2-D shapes. (Activities 5, 6)			
Uses geometric language to describe a sorting rule. (Activities 5, 6)			
Identifies 2-D shapes in the environment. (Activities 2, 3)			

Strengths:

Next Steps: