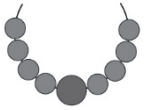
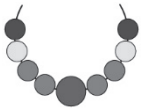
Geometry

Master 37a: Activity 18 Assessment

Symmetry: Consolidation

Creating a Symmetrical Necklace/Bracelet Behaviours/Strategies		
Student randomly places beads on the string, not giving any thought to symmetry. 	Student places more beads on one side of the large bead than on the other. 	Student creates a design on one side of the large bead, then copies the design on the other side without making a mirror image. 
Observations/Documentation		

Student makes a symmetrical necklace/bracelet but uses only one colour, making it unclear if symmetry was considered. 	Student places most beads correctly but mixes up the order of a couple of beads. 	Student makes a symmetrical necklace/bracelet and explains why it is symmetrical with ease. 
Observations/Documentation		

Geometry

Master 37b: Cluster Assessment
Whole Class

Big Idea					Indicators From Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student understands that a design is symmetrical if it has two parts that match exactly. **(Activities 16–18)**									
Student can identify 2-D shapes and pictures that have symmetry. **(Activity 16)**									
Student can find the line of symmetry in pictures/designs by folding, cutting, using a Mira, and/or matching parts. **(Activities 16–18)**									
Student can complete a symmetrical design with concrete materials (Pattern Blocks). **(Activity 17)**									
Student can create a symmetrical design (necklace/bracelet) using concrete materials. **(Activity 18)**									
Student uses math language to explain how he or she knows a design/picture is symmetrical. **(Activities 16–18)**									

Geometry

Master 37c: Cluster Assessment
Individual

Name: _____

	Not Observed	Sometimes	Consistently
Understands that a design is symmetrical if it has two parts that match exactly. **(Activities 16–18)**			
Identifies 2-D shapes and pictures that have symmetry. **(Activity 16)**			
Finds the line of symmetry in pictures/designs by folding, cutting, using a Mira, and/or matching parts. **(Activities 16–18)**			
Completes a symmetrical design with concrete materials (Pattern Blocks). **(Activity 17)**			
Creates a symmetrical design (necklace/bracelet) using concrete materials. **(Activity 18)**			
Uses math language to explain how he or she knows a design/picture is symmetrical. **(Activities 16–18)**			

Strengths:

Next Steps: