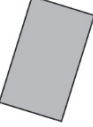




# Master 12a: Activity 6 Assessment

## 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 No 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. <b>(Activities 1–6)</b>									
Student can identify triangles/rectangles and explain why a shape is or is not a triangle/rectangle. <b>(Activities 2–6)</b>									
Student can identify 2-D shapes from a given description. <b>(Activity 4)</b>									
Student can sort and classify 2-D shapes by their attributes. <b>(Activities 1, 2, 3, 5, 6)</b>									
Student can sort 2-D shapes in different ways. <b>(Activities 1, 5, 6)</b>									
Student can identify the sorting rule for a pre-sorted set of 2-D shapes. <b>(Activities 5, 6)</b>									
Student uses geometric language to describe a sorting rule. <b>(Activities 5, 6)</b>									
Student can identify 2-D shapes in the environment. <b>(Activities 2, 3)</b>									

Name: \_\_\_\_\_

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

Strengths:

Next Steps: