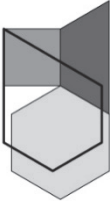





Master 30a: Activity 15 Assessment

Geometric Relationships: Consolidation

Identifying Shapes Used to Create Outlines Behaviours/Strategies				
Student is unable to predict which blocks were used to make the outline.		Student randomly places blocks in the outline with no thought to the lines.	Student accurately places blocks in the outline, but thinks there is only one way to fill it.	
				Student accurately predicts the blocks used, fills the outline to check, and realizes there are many ways to fill it.
Observations/Documentation				

Identifying Solids Used to Make Structures Behaviours/Strategies			
Student uses gestures or non-geometric language to identify the solids.	Student knows the solids that were used but cannot name them by their mathematical names.	Student accurately names the solids but does not use geometric language to describe them.	Student uses geometric language with ease to name and describe the solids used.
"It looks like a party hat."			
Observations/Documentation			

Master 30b: Cluster Assessment

Whole Class

Big Idea					Indicators From Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can name and describe the 2-D faces of 3-D solids. (Activities 11, 15)									
Student uses geometric language to describe a 3-D solid. (Activities 11, 15)									
Student can describe similarities and differences between an everyday object and a 3-D solid. (Activities 11, 15)									
Student can use 2-D shapes to make pictures and designs. (Activity 12)									
Student uses geometric language to describe a picture or design. (Activities 12, 14)									
Student can cover a puzzle outline with 2-D shapes. (Activities 13, 15)									
Student can identify and describe 2-D shapes within geometric designs/outlines. (Activities 12, 13, 14, 15)									
Student can put shapes together to make other shapes and can see shapes within others. (Activities 13, 14, 15)									
Student can build 3-D structures and describe the 2-D shapes the structures contain. (Activity 15)									

Master 30c: Cluster Assessment

Individual

Name: _____

	Not Observed	Sometimes	Consistently
Names and describes the 2-D faces of 3-D solids. (Activities 11, 15)			
Uses geometric language to describe a 3-D solid. (Activities 11, 15)			
Describes similarities and differences between an everyday object and a 3-D solid. (Activities 11, 15)			
Uses 2-D shapes to make pictures and designs. (Activity 12)			
Uses geometric language to describe a picture or design. (Activities 12, 14)			
Covers a puzzle outline with 2-D shapes. (Activities 13, 15)			
Identifies and describes 2-D shapes within geometric designs/outlines. (Activities 12, 13, 14, 15)			
Puts shapes together to make other shapes and sees shapes within others. (Activities 13, 14, 15)			
Builds 3-D structures and describes the 2-D shapes the structures contain. (Activity 15)			

Strengths:

Next Steps: