







# Master 37a: Activity 18 Assessment

## Symmetry: Consolidation

<b>Creating a Symmetrical Necklace/Bracelet Behaviours/Strategies</b>		
<p>Student randomly places beads on the string, not giving any thought to symmetry.</p> 	<p>Student places more beads on one side of the large bead than on the other.</p> 	<p>Student creates a design on one side of the large bead, then copies the design on the other side without making a mirror image.</p> 
<b>Observations/Documentation</b>		
<p>Student makes a symmetrical necklace/bracelet but uses only one colour, making it unclear if symmetry was considered.</p> 	<p>Student places most beads correctly but mixes up the order of a couple of beads.</p> 	<p>Student makes a symmetrical necklace/bracelet and explains why it is symmetrical with ease.</p> 
<b>Observations/Documentation</b>		

# 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. <b>(Activities 16–18)</b>									
Student can identify 2-D shapes and pictures that have symmetry. <b>(Activity 16)</b>									
Student can find the line of symmetry in pictures/designs by folding, cutting, using a Mira, and/or matching parts. <b>(Activities 16–18)</b>									
Student can complete a symmetrical design with concrete materials (Pattern Blocks). <b>(Activity 17)</b>									
Student can create a symmetrical design (necklace/bracelet) using concrete materials. <b>(Activity 18)</b>									
Student uses math language to explain how he or she knows a design/picture is symmetrical. <b>(Activities 16–18)</b>									

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

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

Strengths:

Next Steps: