|  |  |  |
| --- | --- | --- |
| **Creating Symmetrical Designs** **Behaviours/Strategies** | | |
| 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a16_t01_blm.jpStudent constructs a 2-D design, but places   blocks randomly and creates an unsymmetrical design. | 1. Student constructs a 2-D design, but places the same blocks with the same orientation on each side of the line.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a16_t02_blm.jp | 1. Student constructs a 2-D design, but places one or more Pattern Blocks incorrectly.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a16_t03_blm.jp |
| **Observations/Documentation** | | |
|  |  |  |
|  |  |  |
| 1. Student constructs a 2-D symmetrical design, but cannot decide if partner’s design is symmetrical.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a16_t04_blm.jp | 1. Student constructs a 2-D symmetrical design   and decides if partner’s design is symmetrical,  but struggles to describe her or his own design. | 1. Student successfully constructs a 2-D   symmetrical design, decides if partner’s design  is symmetrical, and talks about his or her own  design using math language. |
| **Observations/Documentation** | | |
|  |  |  |