|  |
| --- |
| **Describing Attributes of Shapes Behaviours/Strategies** |
| 1. Student chooses a shape,

but has difficulty analyzing it anddescribing its attributes. | 1. Student analyzes geometric

Shape, polygon  Description automatically generatedattributes of a shape, but uses non-math language to describe it. “It looks like a bird’s beak.” | 1. Student analyzes geometric

attributes of a shape, butgives a general description.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a13_t02_blm.jp | 1. Student successfully analyzes

geometric attributes of 2-D shapes and uses math language to describe them. |
| Observations/Documentation |
|  |  |  |  |
|  |  |  |  |
| **Visualizing and Creating Shapes Behaviours/Strategies** |
| 1. Student creates a shape,

but guesses and ignores partner’s description. | 1. Student creates a shape,

but focuses on only part of thedescription and creates incorrectshape. | 1. Student creates shapes from description and visualization, but struggles to identify them.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a13_t03_blm.jp | 1. Student successfully creates and

identifies shapes from description and visualization.Shape  Description automatically generated  “I made a pentagon.” |
| **Observations/Documentation** |
|  |  |  |  |