

# Master 5: Activity 2 Assessment

## Congruent 2-D Shapes

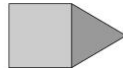
### Identifying Congruent Lengths, Angles, and 2-D Shapes Behaviours/Strategies

1. Student recognizes and names familiar 2-D shapes, but is unable to match congruent shapes.



"This one's a triangle. That one's a square."

2. Student identifies how 2-D shapes are alike and how they are different, but has difficulty determining if the shapes are congruent.



"The triangle has 3 sides. The square has 4 sides. Their sides are the same length. I don't know if they're congruent."

3. Student physically matches congruent 2-D shapes by rotating one shape and placing it on top of the other, but cannot explain why the shapes are congruent.



"They're the same. They're congruent."

### Observations/Documentation

4. Student physically matches congruent 2-D shapes, but has difficulty mentally matching congruent shapes.



"I can't tell if they're congruent just by looking."

5. Student mentally matches congruent 2-D shapes, but doesn't identify or describe congruent side lengths and angles.



"I just know they're congruent."

6. Student uses mental and physical matching to determine if 2-D shapes are congruent and to identify congruent side lengths and angles.



"I visualized the angles and sides all matching, but when I physically matched them, I could see that all angles matched, but only 2 of the sides matched. One is a square and the other a rectangle. They are not congruent."

### Observations/Documentation