
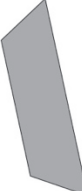
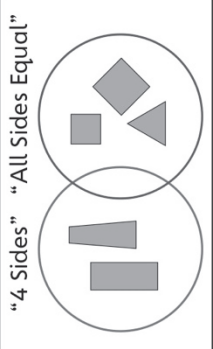




Master 12a: Activity 5 Assessment

2-D Shapes: Consolidation

Sorting Shapes Using Two Attributes Behaviours/Strategies				
1. Student randomly places shapes without thinking about attributes and is unable to sort set of shapes based on two attributes. "I didn't know where to put the shapes."	2. Student chooses a shape, but is unable to analyze its geometric attributes and is unable to sort shapes based on two attributes.  "It's grey and looks like a pizza slice."	3. Student sorts some shapes based on two attributes, but struggles when orientation or shapes are unfamiliar.  "This shape doesn't have 4 sides."	4. Student sorts a set of shapes based on single attributes, but struggles to sort using both attributes simultaneously (ignores overlap).  "4 Sides" "All Sides Equal"	
Observations/Documentation				
5. Student sorts a set of shapes based on two attributes, but struggles to explain why the shapes were placed where they were. "I just know they go where I put them."	6. Student sorts a set of shapes based on two attributes, but struggles to identify the sorting rules used to sort the shapes. "I don't know what attributes they used."	7. Student sorts a set of shapes based on two attributes and identifies the sorting rules in given sorts, but has difficulty communicating them. "I can't explain it."	8. Student sorts a set of shapes based on two attributes and identifies and describes the sorting rules in given sorts.	



Master 12b: Cluster Assessment

Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can identify geometric and non-geometric attributes of shapes. (Activities 1, 2, 3, 4, 5)									
Student can sort shapes using two attributes or by numbers of lines of symmetry. (Activities 1, 4, 5)									
Student can name familiar 2-D shapes. (Activities 1, 2, 3, 4, 5)									
Student can identify a shape from its attributes. (Activities 2, 5)									
Student can construct 2-D shapes with given attributes. (Activity 3)									
Student can use math language to describe shapes. (Activities 1, 2, 3, 4, 5)									
Student can describe how 2 shapes are alike and how they are different. (Activities 1, 3, 5)									
Student can identify lines of symmetry on 2-D shapes. (Activities 4, 5)									
Student can identify the attributes used to sort a given sort. (Activity 5)									

Master 12c: Cluster Assessment Individual

Name: _____

	Not Observed	Sometimes	Consistently
Identifies geometric and non-geometric attributes of shapes. (Activities 1, 2, 3, 4, 5)			
Sorts shapes using two attributes or by numbers of lines of symmetry. (Activities 1, 4, 5)			
Names familiar 2-D shapes. (Activities 1, 2, 3, 4, 5)			
Identifies a shape from its attributes. (Activities 2, 5)			
Constructs 2-D shapes with given attributes. (Activity 3)			
Uses math language to describe shapes. (Activities 1, 2, 3, 4, 5)			
Describes how 2 shapes are alike and how they are different. (Activities 1, 3, 5)			
Identifies lines of symmetry on 2-D shapes. (Activities 4, 5)			
Identifies the attributes used to sort a given sort. (Activity 5)			

Strengths:

Next Steps: