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| **Identifying Lines of Symmetry** **Behaviours/Strategies** | | |
| 1. Student turns over a card, but is unable to   identify a line of symmetry on the 2-D shape.  “I don’t know how to find it.” | 1. Student identifies and draws what he or she   thinks is a line of symmetry, but does not fold  the shape to check.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t01_blm.jp | 1. Student identifies a line of symmetry, but does   not realize that the shape has more than one  line of symmetry.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t02_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student identifies lines of symmetry on most   2-D shapes, but does not realize that a shape  can have no lines of symmetry.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t03_blm.jp | 1. Student identifies all lines of symmetry on 2-D   shapes, but struggles to sort the shapes on the sorting mat.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t04_blm.jp | 1. Student successfully identifies all lines of   symmetry on 2-D shapes and sorts them on the  sorting mat.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a04_t05_blm.jp |
| **Observations/Documentation** | | |
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