
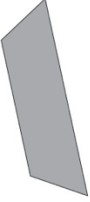
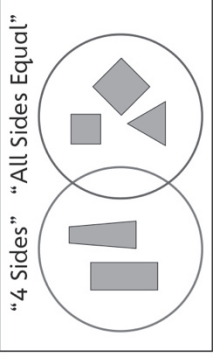


Master 12a: Activity 5 Assessment

2-D Shapes: Consolidation

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

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: