|  |  |  |  |
| --- | --- | --- | --- |
| **Geometric Relationship Tasks** **Behaviours/Strategies** | | | |
| 1. Student uses blocks or pieces, but   struggles to construct new  2-D shapes as a composite of other 2-D shapes. | 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a17_t01_blm.jpStudent constructs a composite   picture with 2-D shapes, but each  shape represents a part of an object (shapes are not combined). | 1. Student covers a picture outline with shapes, but picture has gaps or overlaps.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a17_t02_blm.jp | 1. Student covers a picture outline   with shapes, but always tries to  place matching blocks in the same relative position.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a17_t03_blm.jp |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| 1. Student constructs a new 2-D shape as a composite of other shapes and covers outlines, but thinks only one way is possible. | 1. Student constructs a 2-D design, but places blocks/pieces randomly and creates an unsymmetrical design.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a17_t04_blm.jp | 1. Student creates shape/solid, but focuses on only part of the description and creates an incorrect shape/solid. | 1. Student successfully constructs   2-D shapes and solids, composite  pictures, and symmetrical designs, and covers outlines in more than one way. |
|  | | | |
|  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can construct 2-D shapes from other shapes.  **(Activities 11, 17)** |  |  |  |  |  |  |  |  |  |
| Student can construct a composite structure with 3-D solids.  **(Activities 12, 17)** |  |  |  |  |  |  |  |  |  |
| Student can name familiar 2-D shapes and 3-D solids.  **(Activities 11, 12, 13, 14, 15, 16, 17)** |  |  |  |  |  |  |  |  |  |
| Student can identify the shapes of the faces of 3-D solids.  **(Activities 12, 13, 17)** |  |  |  |  |  |  |  |  |  |
| Student can create shapes and solids from given attributes.  **(Activities 13, 17)** |  |  |  |  |  |  |  |  |  |
| Student uses math language to describe the attributes of shapes and solids.  **(Activities 11, 12, 13, 14, 15, 16, 17)** |  |  |  |  |  |  |  |  |  |
| Student can construct pictures and designs with 2-D shapes.  **(Activities 14, 17)** |  |  |  |  |  |  |  |  |  |
| Student can cover an outline with 2-D shapes in more than one way.  **(Activities 15, 17)** |  |  |  |  |  |  |  |  |  |
| Student can construct and describe 2-D symmetrical designs.  **(Activities 16, 17)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Observed** | **Sometimes** | **Consistently** |
| Constructs 2-D shapes from other shapes.  **(Activities 11, 17)** |  |  |  |
| Constructs a composite structure with 3-D solids.  **(Activities 12, 17)** |  |  |  |
| Names familiar 2-D shapes and 3-D solids.  **(Activities 11, 12, 13, 14, 15, 16, 17)** |  |  |  |
| Identifies the shapes of the faces of 3-D solids.  **(Activities 12, 13, 17)** |  |  |  |
| Creates shapes and solids from given attributes.  **(Activities 13, 17)** |  |  |  |
| Uses math language to describe the attributes of shapes and solids.  **(Activities 11, 12, 13, 14, 15, 16, 17)** |  |  |  |
| Constructs pictures and designs with 2-D shapes.  **(Activities 14, 17)** |  |  |  |
| Covers an outline with 2-D shapes in more than one way.  **(Activities 15, 17)** |  |  |  |
| Constructs and describes  2-D symmetrical designs.  **(Activities 16, 17)** |  |  |  |

Strengths:

Next Steps: