



Master 7: Activity 3 Assessment

Exploring 2-D Shapes

Analyzing and Identifying 2-D Shapes Behaviours/Strategies			
<p>1. Student secretly picks a shape, but struggles to analyze the attributes of the shape and answers questions randomly.</p>	<p>2. Student analyzes attributes of 2-D shapes and answers questions thoughtfully. Partner asks repetitive questions.</p> <p>“Does the shape have 3 sides? Does the shape have 3 vertices?”</p>	<p>3. Student asks questions, but ignores the answers and guesses (unable to identify the 2-D shape).</p>	<p>4. Student asks questions, but they focus on non-geometric attributes (unable to identify the 2-D shape).</p> <p>“Is the shape red?”</p>
Observations/Documentation			
<p>5. Student asks questions to identify 2-D shapes, but uses non-mathematical language.</p> <p>“Does it have points? Does it look like a hockey card?”</p>	<p>6. Student asks questions to identify 2-D shapes, but questions are asked in a random order (does not appear to have a strategy).</p> <p>“Does it have 3 sides?” <i>Yes</i> “Does it have 4 vertices?” <i>No</i> “Does it have straight sides?” <i>No</i></p>	<p>7. Student recognizes 2-D shapes, but cannot name some of them.</p>  <p>“I don’t know what this is called.”</p>	<p>8. Student successfully identifies 2-D shapes and names them.</p>  <p>“A rectangle”</p>