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| **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.” | 1. Student chooses a shape, but is   unable to analyze its geometric  attributes and is unable to sort  shapes based on two attributes.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t01_blm.jp | 1. Student sorts some shapes based   on two attributes, but struggles  when orientation or shapes are  unfamiliar.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t02_blm.jp | 1. Student sorts a set of shapes based on single attributes, but struggles to sort using both attributes simultaneously (ignores overlap).   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t03_blm.jp |
| **Observations/Documentation** | | | |
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| 1. 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.” | 1. 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.” | 1. 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.” | 1. Student sorts a set of shapes   based on two attributes and  identifies and describes the sorting rules in given sorts. |
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| 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)** |  |  |  |  |  |  |  |  |  |

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|  | **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: