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| **Creating Symmetrical Designs** **Behaviours/Strategies** |
| 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a16_t01_blm.jpStudent constructs a 2-D design, but places

blocks randomly and creates an unsymmetrical design. | 1. Student constructs a 2-D design, but places the same blocks with the same orientation on each side of the line.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a16_t02_blm.jp | 1. Student constructs a 2-D design, but places one or more Pattern Blocks incorrectly.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a16_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student constructs a 2-D symmetrical design, but cannot decide if partner’s design is symmetrical.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a16_t04_blm.jp | 1. Student constructs a 2-D symmetrical design

and decides if partner’s design is symmetrical,but struggles to describe her or his own design. | 1. Student successfully constructs a 2-D

symmetrical design, decides if partner’s designis symmetrical, and talks about his or her owndesign using math language. |
| **Observations/Documentation** |
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