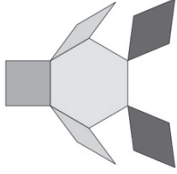
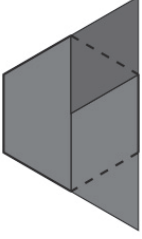
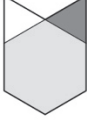
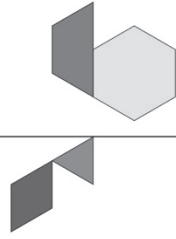


# Master 44a: Activity 17 Assessment

## Geometric Relationships: Consolidation

<b>Geometric Relationship Tasks Behaviours/Strategies</b>			
<p>1. Student uses blocks or pieces, but struggles to construct new 2-D shapes as a composite of other 2-D shapes.</p>	<p>2. Student constructs a composite picture with 2-D shapes, but each shape represents a part of an object (shapes are not combined).</p> 	<p>3. Student covers a picture outline with shapes, but picture has gaps or overlaps.</p> 	<p>4. Student covers a picture outline with shapes, but always tries to place matching blocks in the same relative position.</p>  <p>“I don’t see a shape that will fit.”</p>
<b>Observations/Documentation</b>			
<p>5. Student constructs a new 2-D shape as a composite of other shapes and covers outlines, but thinks only one way is possible.</p>		<p>7. Student creates shape/solid, but focuses on only part of the description and creates an incorrect shape/solid.</p>	<p>8. Student successfully constructs 2-D shapes and solids, composite pictures, and symmetrical designs, and covers outlines in more than one way.</p>

# Master 44b: Cluster Assessment

## Whole Class

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

# Master 44c: Cluster Assessment Individual

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

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

Strengths:

Next Steps: