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| **Identifying Congruent Lengths, Angles, and 2-D Shapes Behaviours/Strategies** | | | | | |
| 1. Student recognizes and names familiar 2-D shapes, but is unable to match congruent shapes.   “This one’s a triangle. That one’s a square.”  A picture containing text, clipart  Description automatically generated | | 1. Student identifies how 2-D shapes are alike and how they are different, but has difficulty determining if the shapes are congruent.   A picture containing shape  Description automatically generated  “The triangle has 3 sides. The square has 4 sides. Their sides are the same length. I don’t know if they’re congruent.” | | 1. Student physically matches congruent 2-D shapes by rotating one shape and placing it on top of the other, but cannot explain why the shapes are congruent.   “They’re the same. They’re congruent.”  Shape, arrow  Description automatically generated | |
| **Observations/Documentation** | | | | | |
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| 1. Student physically matches congruent 2-D shapes, but has difficulty mentally matching congruent shapes.   “I can’t tell if they’re congruent just by looking.”  A picture containing clipart, ax, sport kite  Description automatically generated | | 1. Student mentally matches congruent 2-d shapes, but doesn’t identify or describe congruent side lengths and angles.   A picture containing clipart, ax, sport kite  Description automatically generated  “I just know they’re congruent.” | | 1. Student uses mental and physical matching to determine if 2-D shapes are congruent and to identify congruent side lengths and angles.   Shape, rectangle, square  Description automatically generated  “I visualized the angles and sides all matching, but when I physically matched them, I could see that all angles matched, but only 2 of the sides matched. One is a square and the other a rectangle. They are not congruent.” | |
| **Observations/Documentation** | | | | | |
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