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| **Analyzing and Identifying 2-D Shapes** **Behaviours/Strategies** | | | |
| 1. Student secretly picks a shape, but struggles to analyze the attributes of the shape and answers questions randomly. | 1. Student analyzes attributes of 2-D   shapes and answers questions  thoughtfully. Partner asks  repetitive questions.  “Does the shape have 3 sides?  Does the shape have 3 vertices?” | 1. Student asks questions, but ignores the answers and guesses (unable to identify the 2-D shape). | 1. Student asks questions, but they   focus on non-geometric attributes  (unable to identify the 2-D shape).  “Is the shape red? |
| **Observations/Documentation** | | | |
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| 1. Student asks questions to identify   2-D shapes, but uses non-mathematical language.  “Does it have points?  Does it look like a hockey card?” | 1. Student asks questions to identify   2-D shapes, but questions are  asked in a random order (does not appear to have a strategy).  “Does it have 3 sides?” *Yes*  “Does it have 4 vertices?” *No*  “Does it have straight sides?” *No* | 1. Student recognizes 2-D shapes, but cannot name some of them.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a02_t01_blm.jp | 1. Student successfully identifies 2-D   shapes and names them.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a02_t02_blm.jp |
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