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| **Describing Attributes of Shapes Behaviours/Strategies** | | | |
| 1. Student chooses a shape,   but has difficulty analyzing it and  describing its attributes. | 1. Student analyzes geometric   Shape, polygon  Description automatically generatedattributes of a shape, but uses non-math language to describe it.  “It looks like a bird’s  beak.” | 1. Student analyzes geometric   attributes of a shape, but  gives a general description.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a13_t02_blm.jp | 1. Student successfully analyzes   geometric attributes of 2-D shapes and uses math language to describe them. |
| Observations/Documentation | | | |
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| **Visualizing and Creating Shapes Behaviours/Strategies** | | | |
| 1. Student creates a shape,   but guesses and ignores partner’s description. | 1. Student creates a shape,   but focuses on only part of the  description and creates incorrect  shape. | 1. Student creates shapes from description and visualization, but struggles to identify them.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a13_t03_blm.jp | 1. Student successfully creates and   identifies shapes from description and visualization.  Shape  Description automatically generated   “I made a  pentagon.” |
| **Observations/Documentation** | | | |
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