
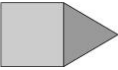






Master 5: Activity 2 Assessment

Congruent 2-D Shapes

Identifying Congruent Lengths, Angles, and 2-D Shapes Behaviours/Strategies		
<p>1. Student recognizes and names familiar 2-D shapes, but is unable to match congruent shapes.</p>  <p>“This one’s a triangle. That one’s a square.”</p>	<p>2. Student identifies how 2-D shapes are alike and how they are different, but has difficulty determining if the shapes are congruent.</p>  <p>“The triangle has 3 sides. The square has 4 sides. Their sides are the same length. I don’t know if they’re congruent.”</p>	<p>3. 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.</p>  <p>“They’re the same. They’re congruent.”</p>
Observations/Documentation		
<p>4. Student physically matches congruent 2-D shapes, but has difficulty mentally matching congruent shapes.</p>  <p>“I can’t tell if they’re congruent just by looking.”</p>	<p>5. Student mentally matches congruent 2-d shapes, but doesn’t identify or describe congruent side lengths and angles.</p>  <p>“I just know they’re congruent.”</p>	<p>6. Student uses mental and physical matching to determine if 2-D shapes are congruent and to identify congruent side lengths and angles.</p>  <p>“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.”</p>
Observations/Documentation		