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| **Sorting Shapes Using Two Attributes** **Behaviours/Strategies** |
| 1. Student randomly places shapes

without thinking about attributesand is unable to sort set of shapesbased on two attributes.“I didn’t know where toput the shapes.” | 1. Student chooses a shape, but is

unable to analyze its geometricattributes and is unable to sortshapes based on two attributes.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t01_blm.jp | 1. Student sorts some shapes based

on two attributes, but struggleswhen orientation or shapes areunfamiliar.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t02_blm.jp | 1. Student sorts a set of shapes based on single attributes, but struggles to sort using both attributes simultaneously (ignores overlap).

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student sorts a set of shapes based on two attributes, but struggles to explain why the shapes were placed where they were.

“I just know they go whereI put them.” | 1. Student sorts a set of shapes

based on two attributes, butstruggles to identify the sortingrules used to sort the shapes.“I don’t know what attributesthey used.” | 1. Student sorts a set of shapes based on two attributes and identifies the sorting rules in given sorts, but has difficulty communicating them.

“I can’t explain it.” | 1. Student sorts a set of shapes

based on two attributes andidentifies and describes the sorting rules in given sorts. |
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| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can identify geometric and non-geometric attributes of shapes.**(Activities 1, 2, 3, 4, 5)** |  |  |  |  |  |  |  |  |  |
| Student can sort shapes using two attributes or by numbers of lines of symmetry. **(Activities 1, 4, 5)** |  |  |  |  |  |  |  |  |  |
| Student can name familiar 2-D shapes.**(Activities 1, 2, 3, 4, 5)** |  |  |  |  |  |  |  |  |  |
| Student can identify a shape from its attributes.**(Activities 2, 5)** |  |  |  |  |  |  |  |  |  |
| Student can construct 2-D shapes with given attributes.**(Activity 3)**  |  |  |  |  |  |  |  |  |  |
| Student can use math language to describe shapes. **(Activities 1, 2, 3, 4, 5)** |  |  |  |  |  |  |  |  |  |
| Student can describe how 2 shapes are alike and how they are different. **(Activities 1, 3, 5)** |  |  |  |  |  |  |  |  |  |
| Student can identify lines of symmetry on 2-D shapes. **(Activities 4, 5)** |  |  |  |  |  |  |  |  |  |
| Student can identify the attributes used to sort a given sort. **(Activity 5)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Identifies geometric and non-geometric attributes of shapes.**(Activities 1, 2, 3, 4, 5)** |  |  |  |
| Sorts shapes using two attributes or by numbers of lines of symmetry. **(Activities 1, 4, 5)** |  |  |  |
| Names familiar 2-D shapes.**(Activities 1, 2, 3, 4, 5)** |  |  |  |
| Identifies a shape from its attributes.**(Activities 2, 5)** |  |  |  |
| Constructs 2-D shapes with given attributes.**(Activity 3)**  |  |  |  |
| Uses math language to describe shapes. **(Activities 1, 2, 3, 4, 5)** |  |  |  |
| Describes how 2 shapes are alike and how they are different. **(Activities 1, 3, 5)** |  |  |  |
| Identifies lines of symmetry on 2-D shapes. **(Activities 4, 5)** |  |  |  |
| Identifies the attributes used to sort a given sort. **(Activity 5)** |  |  |  |

Strengths:

Next Steps: