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| **Geometric Relationship Tasks** **Behaviours/Strategies** |
| 1. Student uses blocks or pieces, but

struggles to construct new2-D shapes as a composite of other 2-D shapes. | 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a17_t01_blm.jpStudent constructs a composite

picture with 2-D shapes, but eachshape represents a part of an object (shapes are not combined). | 1. Student covers a picture outline with shapes, but picture has gaps or overlaps.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a17_t02_blm.jp | 1. Student covers a picture outline

with shapes, but always tries toplace matching blocks in the same relative position.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a17_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student constructs a new 2-D shape as a composite of other shapes and covers outlines, but thinks only one way is possible.
 | 1. Student constructs a 2-D design, but places blocks/pieces randomly and creates an unsymmetrical design.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a17_t04_blm.jp | 1. Student creates shape/solid, but focuses on only part of the description and creates an incorrect shape/solid.
 | 1. Student successfully constructs

2-D shapes and solids, compositepictures, and symmetrical designs, and covers outlines in more than one way. |
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| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can construct 2-D shapes from other shapes.**(Activities 11, 17)** |  |  |  |  |  |  |  |  |  |
| Student can construct a composite structure with 3-D solids.**(Activities 12, 17)** |  |  |  |  |  |  |  |  |  |
| Student can name familiar 2-D shapes and 3-D solids.**(Activities 11, 12, 13, 14, 15, 16, 17)** |  |  |  |  |  |  |  |  |  |
| Student can identify the shapes of the faces of 3-D solids.**(Activities 12, 13, 17)** |  |  |  |  |  |  |  |  |  |
| Student can create shapes and solids from given attributes.**(Activities 13, 17)**  |  |  |  |  |  |  |  |  |  |
| Student uses math language to describe the attributes of shapes and solids. **(Activities 11, 12, 13, 14, 15, 16, 17)** |  |  |  |  |  |  |  |  |  |
| Student can construct pictures and designs with 2-D shapes. **(Activities 14, 17)** |  |  |  |  |  |  |  |  |  |
| Student can cover an outline with 2-D shapes in more than one way.**(Activities 15, 17)** |  |  |  |  |  |  |  |  |  |
| Student can construct and describe 2-D symmetrical designs. **(Activities 16, 17)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Constructs 2-D shapes from other shapes.**(Activities 11, 17)** |  |  |  |
| Constructs a composite structure with 3-D solids.**(Activities 12, 17)** |  |  |  |
| Names familiar 2-D shapes and 3-D solids.**(Activities 11, 12, 13, 14, 15, 16, 17)** |  |  |  |
| Identifies the shapes of the faces of 3-D solids.**(Activities 12, 13, 17)** |  |  |  |
| Creates shapes and solids from given attributes.**(Activities 13, 17)**  |  |  |  |
| Uses math language to describe the attributes of shapes and solids. **(Activities 11, 12, 13, 14, 15, 16, 17)** |  |  |  |
| Constructs pictures and designs with 2-D shapes. **(Activities 14, 17)** |  |  |  |
| Covers an outline with 2-D shapes in more than one way.**(Activities 15, 17)** |  |  |  |
| Constructs and describes 2-D symmetrical designs. **(Activities 16, 17)** |  |  |  |

Strengths:

Next Steps: