

Title: Math Unit: Symmetry

Learning Intention/Description of Learning Activity:

This assessment is for the Math unit on *Symmetry*. Something is symmetrical when it is the same on both sides. A shape has symmetry if a central dividing line (a mirror line) can be drawn on it, to show that both sides of the shape are exactly the same. In geometry, symmetry is defined as a balanced and proportionate similarity that is found in two halves of an object. It means one-half is the mirror image of the other half. The imaginary line or axis along which you can fold a figure to obtain the symmetrical halves is called the line of symmetry.

Teacher Comments/Feedback:

NAME is currently at an “emerging” level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was unable to demonstrate the ability to solve questions for symmetry independently.

Next steps:

Spend some time exploring shapes and whether they have a line of symmetry. Give children cut-outs of all kinds of shapes – circles, ovals, rectangles, hearts, diamonds – and get them to fold them and see if they fold perfectly down the middle and if the sides match up. Try putting a thin mirror across the boundary where you expect a shape to perfectly reflect. The mirror should cut the object in half so that the shapes on both halves are equal. Another method is to exactly cut the shape out and try folding it.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Beginning to or not yet demonstrating learning in relation to standards. Emerging is not failing	Demonstrating learning in relation to learning standards with growing consistency. Developing is not failing	Showing competence and consistency when demonstrating learning in relation to the learning standards. Proficient is not perfect.	Showing increasing depth and complexity and demonstrating learning in a variety of contexts. Extending is not bonus or accelerated work.

Emerging	Developing	Proficient	Extending
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