

Summative Assessment Rubric for Performance Task

GOAL: How can we create a 3-dimensional package that can safely hold a teapot to post?

PART B

Achievement Level and Focus Area	1 Beginning ★	2 Developing ★★	3 Achieving ★★★	4 Excelling ★★★★
<b>SYNTHESIS</b> How can we create a 3-dimensional package?  <b>Draw</b> (Metacognition. Group Decision-Making. Analyses 3D shapes using geometric vocabulary. Discusses ideas and asks questions to clarify meaning.)	<b>Which 3D shape will be most suitable?</b> We drew and will use the 3D shape given to us.	<b>Which 3D shape will be most suitable?</b> We chose a 3D shape and drew it.	<b>Which 3D shape will be most suitable?</b> We chose a 3D shape. We drew it. We labelled its properties. We wrote a caption giving our reason why it is most suitable. <b>CAUSATION</b>	<b>Which 3D shape will be most suitable?</b> We researched many 3D shapes. We can explain why other 3D shapes are not suitable. We chose one 3D shape. We drew it. We labelled its properties. We wrote a caption giving our reason why it is most suitable. <b>CAUSATION</b>
	<b>REFLECTION</b> Are we ready to MODEL? _____ How do we know? _____ _____			
<b>Model</b> (Models congruency. Analyses and describes 2D shapes using geometric vocabulary.)	<b>What 2D shapes are needed?</b> We understand the 2D shapes from the 3D shape when shown to us.	<b>What 2D shapes are needed?</b> We created an accurate 3D model with some help. We identified the 2D shapes on our 3D model.	<b>What 2D shapes are needed?</b> We created an accurate 3D model. We identified the regular net and each of its 2D shapes from unfolding our 3D model.	<b>What 2D shapes are needed?</b> We created an accurate 3D model. We identified the net for construction and each of its 2D shapes from unfolding our 3D model.
	<b>REFLECTION / CAUSATION</b> Why does this 3D shape work? _____ _____			
<b>Diagram</b> (Application. Models similarity in 2D shapes. Analyses and describes 2D and 3D shapes using geometrical vocabulary. Uses standard units of measurement for length, perimeter and area. Uses measures that fall between numbers on a scale. Apply knowledge of transformations to problem-solving situations.)	<b>What will our construction net look like?</b> We observed while receiving help with drawing the net for construction. We participated in some measuring and needed help to record measurements.	<b>What will our construction net look like?</b> We needed some help with the following: Drawing the net for construction. We measured our model's length, and the perimeter and area of each 2D shape. We labelled each drawing with words and some measurements.	<b>What will our construction net look like?</b> We drew the net for construction. We accurately measured our model's length, and the perimeter and area of each 2D shape. We labelled each drawing with some mathematical vocabulary and most measurements. We know how much package material is needed.	<b>What will our construction net look like?</b> We drew the net for construction. We accurately measured our model's length, the perimeter and area of each 2D shape. We labelled each drawing with specific mathematical vocabulary and all measurements accurately. We know how exactly much package material is needed.
	<b>REFLECTION</b> Are we ready to CONSTRUCT? _____ How do we know? _____ _____			
<b>Construct</b> (Application. Models congruency in 2D shapes. Uses standard units of measure in real-life situations. Apply knowledge of transformations to problem-solving situations.)	We participated in some measuring of length, perimeter and area to construct a package.	We measured the length, perimeter and area to construct our package with some help.	We accurately measured the length, perimeter and area to construct our package.	We accurately measured the length, perimeter and area to construct our package. We can explain the congruency with our model and the similarity with our diagram.