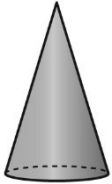

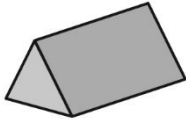
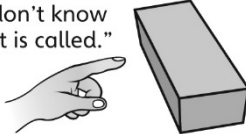
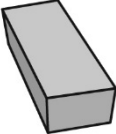


Master 15: Activity 8 Assessment

Exploring 3-D Solids

Describing Solids Behaviours/Strategies			
<p>Student has difficulty describing solids.</p> 	<p>Student uses only non-mathematical language to describe solids.</p> <p>"It feels like a paper towel roll."</p> 	<p>Student uses general descriptions.</p> <p>"It has corners."</p>	<p>Student uses specific descriptions.</p> <p>"It has triangles and rectangles, and it has six corners."</p> 
Observations/Documentation			
Identifying Solids Behaviours/Strategies			
<p>Student guesses the solid and ignores partner's description.</p> <p>"It is a ball; no, it's a cylinder; no, it's a cube"</p> <p>Or student points randomly at solids.</p>	<p>Student focuses on only part of the description and is unable to correctly identify the solid.</p> <p>"It has a face that is a circle. It is pointy. So it is a cylinder."</p>	<p>Student points to the correct solid but cannot call it by its proper name.</p> <p>"It is this one, but I don't know what it is called."</p> 	<p>Student correctly identifies and names the solid.</p> <p>"It is a rectangular prism."</p> 
Observations/Documentation			