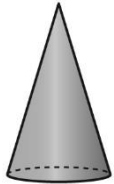


Master 14: Activity 7 Assessment

Exploring 3-D Solids

Describing Solids Behaviours/Strategies

Student has difficulty describing solids.



Student uses only non-mathematical language to describe solids.

"It feels like a paper towel roll."

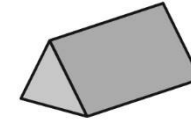


Student uses general descriptions.

"It has corners."

Student uses specific descriptions.

"It has triangles and rectangles, and it has six corners."



Observations/Documentation

Identifying Solids Behaviours/Strategies

Student guesses the solid and ignores partner's description.

"It is a ball; no, it's a cylinder; no, it's a cube ..."

Or student points randomly at solids.

Student focuses on only part of the description and is unable to correctly identify the solid.

"It has a face that is a circle. It is pointy. So it is a cylinder."

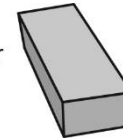
Student points to the correct solid but cannot call it by its proper name.

"It is this one, but I don't know what it is called."



Student correctly identifies and names the solid.

"It is a rectangular prism."



Observations/Documentation