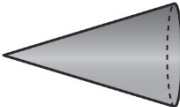

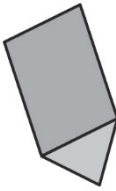
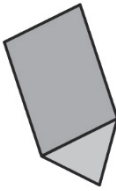
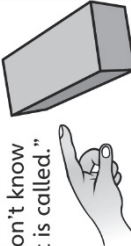

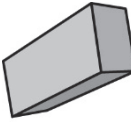




Master 14: Activity 7 Assessment

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				