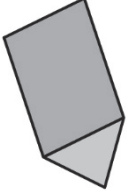
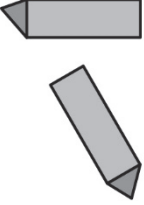

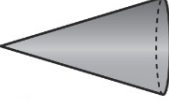




Master 18a: Activity 10 Assessment

3-D Solids: Consolidation

Sorting Solids Behaviours/Strategies		
<p>Student is unable to select a solid based on the needed attribute.</p>	<p>Student focuses on one shape and doesn't realize that more than one shape can be a face of a solid.</p> <p>"I don't see any shapes."</p> 	<p>Student identifies some faces but doesn't rotate the solid to see the different faces (shapes).</p> 
Observations/Documentation		
<p>Student recognizes some shapes but doesn't recognize a shape when it doesn't match her or his mental image of the shape.</p> 	<p>Student can only sort a solid in one way.</p> <p>"It has a face that is a circle!"</p> 	<p>Student can sort solids with ease.</p>
Observations/Documentation		

Master 18b: Cluster Assessment

Whole Class

Big Idea					Indicators From Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can identify a 3-D solid from a given description. (Activity 7)									
Student can describe a 3-D solid using geometric language. (Activities 7–10)									
Student can identify and name the faces of 3-D solids. (Activities 7–10)									
Student can describe similarities and differences between an everyday object and a 3-D solid. (Activity 7)									
Student can sort 3-D solids using a single attribute. (Activities 8, 9, 10)									
Student can sort solids using a single attribute in more than one way. (Activities 8, 10)									
Student can identify the sorting rule for a pre-sorted set of 3-D solids. (Activities 9, 10)									
Student uses geometric language to explain a sorting rule. (Activities 9, 10)									

Master 18c: Cluster Assessment Individual

Name: _____

	Not Observed	Sometimes	Consistently
Identifies a 3-D solid from a given description. (Activity 7)			
Describes a 3-D solid using geometric language. (Activities 7–10)			
Identifies and names the faces of 3-D solids. (Activities 7–10)			
Describes similarities and differences between an everyday object and a 3-D solid. (Activity 7)			
Sorts 3-D solids using a single attribute. (Activities 8, 9, 10)			
Sorts 3-D solids using a single attribute in more than one way. (Activities 8, 10)			
Identifies the sorting rule for a pre-sorted set of 3-D solids. (Activities 9, 10)			
Uses geometric language to explain a sorting rule. (Activities 9, 10)			

Strengths:

Next Steps: