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| **Identifying 3-D Solids** **Behaviours/Strategies** | | | |
| 1. Student looks at a 3-D solid, but   struggles to analyze its geometric attributes.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a10_t01_blm.jp | 1. Student identifies some 3-D solids in the environment, but struggles when orientation or size of object does not match his or her mental image of solid.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a10_t02_blm.jp | 1. Student identifies 3-D solids in   the environment, but struggles to  explain why an object is an example of the given 3-D solid. | 1. Student successfully analyzes   geometric attributes of 3-D  solids, identifies 3-D solids in the environment, and explains thinking. |
| **Observations/Documentation** | | | |
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| **Constructing 3-D Solids and Their Skeletons** **Behaviours/Strategies** | | | |
| 1. Student chooses materials, but   struggles to construct the solid  with given attributes.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a10_t03_blm.jp | 1. Student looks at a 3-D solid, but   struggles to construct skeleton and does not know where to start.  “I don’t know what to do.” | 1. Student analyzes geometric   attributes of a 3-D solid, but makes error(s) constructing skeleton.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a10_t04_blm.jp | 1. Student successfully constructs model and skeleton of a 3-D solid with given attributes. |
| **Observations/Documentation** | | | |
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