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| **Identifying 3-D Solids in the Environment** **Behaviours/Strategies** | | |
| 1. Student looks at a solid, but struggles to analyze its geometric attributes.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t01_blm.jp | 1. Student analyzes geometric attributes of  3-D solids, but cannot name the solids.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t02_blm.jp | 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t03_blm.jpStudent identifies some 3-D solids in the   environment, but struggles when the orientation  of an object does not match his or her mental  image of the solid. |
| **Observations/Documentation** | | |
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| 1. Student identifies some 3-D solids in the   environment, but struggles when the size of an object does not match the size of the given solid.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t04_blm.jp | 1. Student identifies 3-D solids in the environment, but struggles to explain why an object in the classroom 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.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t05_blm.jp |
| **Observations/Documentation** | | |
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