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| **Sorting 3-D Solids Using Two Attributes Behaviours/Strategies** |
| 1. Student chooses a 3-D solid, but struggles to

analyze its geometric attributes and name thesolid. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a06_t01_blm.jp | 1. Student analyzes some geometric attributes of solids, but struggles to sort them based on two attributes.

“I don’t know what to do.” | 1. Student sorts the solids using a single attribute

at a time, but is unable to sort using twoattributes simultaneously (ignores overlap).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a06_t02_blm.jp |
| **Observations/Documentation** |
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| 1. Student sorts the solids using two attributes,

but has difficulty justifying placement of solids. | 1. Student sorts the solids using two attributes,

but cannot identify the sorting rule. | 1. Student successfully analyzes geometric

attributes of solids, sorts them based on twoattributes, and identifies the sorting rule.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a06_t03_blm.jp |
| **Observations/Documentation** |
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