
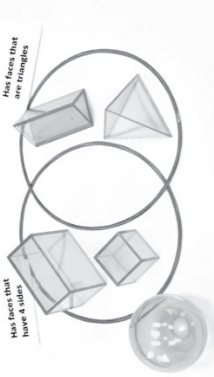



Sorting 3-D Solids Using Two Attributes Behaviours/Strategies		
<div> <div> <div>1. Student chooses a 3-D solid, but struggles to analyze its geometric attributes and name the solid.</div> <div>  <p>"It is like an upside-down ice cream cone."</p> </div> </div> </div>	<div> <div> <div>2. analyzes some geometric attributes of solids, but struggles to sort them based on two attributes.</div> <div> <p>"I don't know what to do."</p> </div> </div> </div>	<div> <div> <div>3. Student sorts the solids using a single attribute at a time, but is unable to sort using two attributes simultaneously (ignores overlap).</div> <div>  </div> </div> </div>
Observations/Documentation		
<div> <div> <div>4. Student sorts the solids using two attributes, but has difficulty justifying placement of solids.</div> </div> </div>	<div> <div> <div>5. Student sorts the solids using two attributes, but cannot identify the sorting rule.</div> </div> </div>	<div> <div> <div>6. Student successfully analyzes geometric attributes of solids, sorts them based on two attributes, and identifies the sorting rule.</div> <div>  <p>"Has faces that have 4 sides and has faces that are triangles."</p> </div> </div> </div>
Observations/Documentation		