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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 the  solid.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a06_t01_blm.jp | 1. 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 two  attributes 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 two  attributes, 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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