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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 toexplain why an object is an example of the given 3-D solid. | 1. Student successfully analyzes

geometric attributes of 3-Dsolids, 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 solidwith 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.
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| **Observations/Documentation** |
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| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can identify geometric and non-geometric attributes of solids.**(Activities 6, 7, 8, 9, 10)** |  |  |  |  |  |  |  |  |  |
| Student can sort solids using two attributes. **(Activities 6, 10)** |  |  |  |  |  |  |  |  |  |
| Student can name familiar 3-D solids.**(Activities 6, 7, 8, 9, 10)** |  |  |  |  |  |  |  |  |  |
| Student can find examples of 3-D solids in the world around them.**(Activity 7, 10)**  |  |  |  |  |  |  |  |  |  |
| Student can identify the sorting rule for a sort. **(Activity 6)** |  |  |  |  |  |  |  |  |  |
| Student can build a model of a 3-D solid. **(Activities 8, 10)** |  |  |  |  |  |  |  |  |  |
| Student can explain how two solids are alike and how they are different.**(Activities 6, 7, 8, 9, 10)** |  |  |  |  |  |  |  |  |  |
| Student can build a skeleton of a 3-D solid. **(Activities 9, 10)** |  |  |  |  |  |  |  |  |  |
| Student uses math language when talking about 3-D solids.**(Activities 6, 7, 8, 9, 10)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Identifies geometric and non-geometric attributes of solids.**(Activities 6, 7, 8, 9, 10)** |  |  |  |
| Sorts solids using two attributes. **(Activities 6, 10)** |  |  |  |
| Names familiar 3-D solids.**(Activities 6, 7, 8, 9, 10)** |  |  |  |
| Finds examples of 3-D solids in the world around them.**(Activity 7, 10)**  |  |  |  |
| Identifies the sorting rule for a sort. **(Activity 6)** |  |  |  |
| Builds a model of a 3-D solid. **(Activities 8, 10)** |  |  |  |
| Explains how two solids are alike and how they are different.**(Activities 6, 7, 8, 9, 10)** |  |  |  |
| Builds a skeleton of a 3-D solid. **(Activities 9, 10)** |  |  |  |
| Uses math language when talking about 3-D solids.**(Activities 6, 7, 8, 9, 10)** |  |  |  |

Strengths:

Next Steps: