
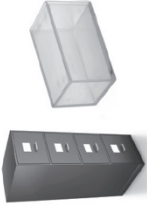




Master 24a: Activity 10 Assessment

3-D Solids: Consolidation

Identifying 3-D Solids Behaviours/Strategies			
<p>1. Student looks at a 3-D solid, but struggles to analyze its geometric attributes.</p> <div style="text-align: center;">  <p>“It looks like a ball.”</p> </div>	<p>2. 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.</p> <div style="text-align: center;">  </div>	<p>3. Student identifies 3-D solids in the environment, but struggles to explain why an object is an example of the given 3-D solid.</p>	<p>4. Student successfully analyzes geometric attributes of 3-D solids, identifies 3-D solids in the environment, and explains thinking.</p>
Observations/Documentation			
Constructing 3-D Solids and Their Skeletons Behaviours/Strategies			
<p>1. Student chooses materials, but struggles to construct the solid with given attributes.</p> <div style="text-align: center;">  <p>“This is my pyramid.”</p> </div>	<p>2. Student looks at a 3-D solid, but struggles to construct skeleton and does not know where to start.</p> <p style="text-align: center;">“I don’t know what to do.”</p>	<p>3. Student analyzes geometric attributes of a 3-D solid, but makes error(s) constructing skeleton.</p> <div style="text-align: center;">  </div>	<p>4. Student successfully constructs model and skeleton of a 3-D solid with given attributes.</p>
Observations/Documentation			

Master 24b: Cluster Assessment

Whole Class

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)									

Master 24c: Cluster Assessment Individual

Name: _____

	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: