Geometry

Master 24a: Activity 10 Assessment

3-D Solids: Consolidation

Identifying 3-D Solids Behaviours/Strategies			
1. Student looks at a 3-D solid, but struggles to analyze its geometric attributes.  "It looks like a ball."	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. 	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.	4. Student successfully analyzes geometric attributes of 3-D solids, identifies 3-D solids in the environment, and explains thinking.
Observations/Documentation			

Constructing 3-D Solids and Their Skeletons Behaviours/Strategies			
1. Student chooses materials, but struggles to construct the solid with given attributes.  "This is my pyramid."	2. 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."	3. Student analyzes geometric attributes of a 3-D solid, but makes error(s) constructing skeleton. 	4. Student successfully constructs model and skeleton of a 3-D solid with given attributes.
Observations/Documentation			

Geometry

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)**									

Geometry

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: