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| **Sorting 3-D Solids Using One Attribute Behaviours/Strategies** |
| 1. Student turns over an attribute card, but

struggles to sort a set of solids using a singleattribute and places solids randomly. | 1. Student sorts a set of solids using some

attributes, but when the attribute involves faces, student struggles to identify the faces of solids.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a03_t01_blm.jp | 1. Student sorts a set of solids using some

attributes, but when the attribute involvesfaces, student does not realize that more thanone shape can be a face of a solid.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a03_t02_blm.jp |
| **Observations/Documentation** |
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| 1. Student sorts a set of solids using some

attributes, but when the attribute involves faces, student does not recognize a shape when it does not match his or her mental image of the shape.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a03_t03_blm.jp | 1. Student successfully sorts a set of solids in

different ways using a single attribute, butstruggles to explain why a solid was put in thecolumn it was. | 1. Student successfully sorts a set of solids in

different ways using a single attribute andjustifies the sort. |
| **Observations/Documentation** |
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