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| **Analyzing and Identifying 3-D Solids** **Behaviours/Strategies** | | |
| 1. Student struggles to analyze attributes of 3-D   solids and answers questions randomly. | 1. Student struggles to identify 3-D solids and   guesses (ignores answers to questions). | 1. Student attempts to identify 3-D solids, but uses   non-math language when asking questions.  “Does it have points?  Does it look like a ball?” |
| **Observations/Documentation** | | |
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| 1. Student attempts to identify 3-D solids, but   asks questions in a random order and does not appear to have a strategy.  “Does the solid have vertices?” *No*  “Does the solid have edges?” *No*  “Does the solid have faces?” *No* | 1. Student recognizes 3-D solids, but cannot name some of them.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a04_t01_blm.jp | 1. Student successfully analyzes attributes of 3-D   solids, identifies 3-D solids, and names them.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a04_t02_blm.jp |
| **Observations/Documentation** | | |
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