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| **Describing Solids Behaviours/Strategies** | | | |
| Student has difficulty describing solids. | Student uses only non-mathematical language to describe solids.  “It feels like a paper towel roll.” | Student uses general descriptions.  “It has corners.” | Student uses specific descriptions.  “It has triangles and rectangles, and it has six corners.” |
| **Observations/Documentation** | | | |
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| **Identifying Solids Behaviours/Strategies** | | | |
| Student guesses the solid and ignores partner’s description.  “It is a ball; no, it’s a cylinder; no, it’s a cube …”  Or student points randomly at solids. | Student focuses on only part of the description and is unable to correctly identify the solid.  “It has a face that is a circle. It is pointy. So it is a cylinder.” | Student points to the correct solid but cannot call it by its proper name. | Student correctly identifies and names the solid. |
| **Observations/Documentation** | |  | |
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