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| **Identifying 3-D Solids** **Behaviours/Strategies** |
| 1. Student looks at a 3-D solid, but

struggles to analyze its geometric attributes.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a10_t01_blm.jp | 1. 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.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a10_t02_blm.jp | 1. Student identifies 3-D solids in

the environment, but struggles toexplain why an object is an example of the given 3-D solid. | 1. Student successfully analyzes

geometric attributes of 3-Dsolids, identifies 3-D solids in the environment, and explains thinking. |
| **Observations/Documentation** |
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| **Constructing 3-D Solids and Their Skeletons** **Behaviours/Strategies** |
| 1. Student chooses materials, but

struggles to construct the solidwith given attributes.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a10_t03_blm.jp | 1. 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.” | 1. Student analyzes geometric

attributes of a 3-D solid, but makes error(s) constructing skeleton.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a10_t04_blm.jp | 1. Student successfully constructs model and skeleton of a 3-D solid with given attributes.
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| **Observations/Documentation** |
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