|  |
| --- |
| **Identifying 3-D Solids in the Environment** **Behaviours/Strategies** |
| 1. Student looks at a solid, but struggles to analyze its geometric attributes.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t01_blm.jp | 1. Student analyzes geometric attributes of 3-D solids, but cannot name the solids.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t02_blm.jp | 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t03_blm.jpStudent identifies some 3-D solids in the

environment, but struggles when the orientationof an object does not match his or her mentalimage of the solid. |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student identifies some 3-D solids in the

environment, but struggles when the size of an object does not match the size of the given solid.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t04_blm.jp | 1. Student identifies 3-D solids in the environment, but struggles to explain why an object in the classroom is an example of the given 3-D solid.
 | 1. Student successfully analyzes geometric

attributes of 3-D solids, identifies 3-D solids inthe environment, and explains thinking.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g02_a07_t05_blm.jp |
| **Observations/Documentation** |
|  |  |  |