



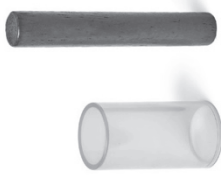



Master 17: Activity 7 Assessment

3-D Solids Around Us

Identifying 3-D Solids in the Environment Behaviours/Strategies		
<p>1. Student looks at a solid, but struggles to analyze its geometric attributes.</p> <div style="text-align: center;">  <p>“It looks like a ball.”</p> </div>	<p>2. Student analyzes geometric attributes of 3-D solids, but cannot name the solids.</p> <div style="text-align: center;">  <p>“I forget what this is called.”</p> </div>	<p>3. Student identifies some 3-D solids in the environment, but struggles when the orientation of an object does not match his or her mental image of the solid.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Observations/Documentation		
<p>4. 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.</p> <div style="text-align: center;">  </div>	<p>5. 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.</p>	<p>6. Student successfully analyzes geometric attributes of 3-D solids, identifies 3-D solids in the environment, and explains thinking.</p> <div style="text-align: center;">  <p>“The water cooler cup is a cone. When it is full, it has one face and one vertex.”</p> </div>
Observations/Documentation		