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| **Describing Attributes of Shapes and Solids Behaviours/Strategies** |
| 1. Student chooses a shape/solid,

but has difficulty analyzing it anddescribing its attributes. | 1. Student analyzes geometric

attributes of a shape/solid, but uses non-math language to describe it.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a13_t01_blm.jp | 1. Student analyzes geometric

attributes of a shape/solid, butgives a general description.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a13_t02_blm.jp | 1. Student successfully analyzes

geometric attributes of 2-D shapes and 3-D solids and uses math language to describe them. |
| Observations/Documentation |
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| **Visualizing and Creating Shapes and Solids** **Behaviours/Strategies** |
| 1. Student creates a shape/solid,

but guesses and ignores partner’s description. | 1. Student creates a shape/solid,

but focuses on only part of thedescription and creates incorrectshape/solid. | 1. Student creates shapes and solids from description and visualization, but struggles to identify them.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a13_t03_blm.jp | 1. Student successfully creates and

identifies shapes and solids from description and visualization.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a13_t04_blm.jp |
| **Observations/Documentation** |
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