TOOL // Gr. 1/2 Geometry 3D Figures Checkbric

What is it used for?
The checkbric allows the teacher to gather Assessment for Learning data on student understanding of 3D figures.

How do you use it?
The teacher observes and questions students during tasks involving 3D figures. The teacher can quickly record with a checkmark the level of student understanding of 3D figures and their use of math language to describe their properties. The checkbric can be used to gather assessment for learning data as students explore with shapes or can be used as summative data at the end of the unit by questioning. The teacher can transfer the data to the class chart to identify guided groups for further teaching or extensions.

How do you adapt for other subjects or topics?
I use the layout as a template for other subjects and strands. I change the expectations, learning goals and success criteria to fit other subjects and units.

Grade 1: Geometry 3-D Figures Checkbric **Name:**_____

Overall Expectations: 1 - identify common three-dimensional figures and sort and classify them by their attributes; **2 -** compose and decompose common three-dimensional figures.

Specific Expectations:

Geometric Properties 1.2 – trace and identify the two-dimensional faces of three-dimensional figures, using concrete models (e.g., "I can see squares on the cube."); **1.3** – identify and describe common three dimensional figures (e.g., cubes, cones, cylinders, spheres, rectangular prisms) and sort and classify them by their attributes (e.g., colour; size; texture; number and shape of faces), using concrete materials and pictorial representations (e.g., "I put the cones and the cylinders in the same group because they all have circles on them."); **1.4** – describe similarities and differences between an everyday object and a three dimensional figure (e.g., "A water bottle looks like a cylinder, except the bottle gets thinner at the top.");

Geometric Relationships 2.3 – build three-dimensional structures using concrete materials, and describe the two dimensional shapes the structures contain;

Learning Goal: To identify three dimensional figures (e.g., cube, prisms, pyramids) and describe them using math language (e.g., faces, edges and vertices).

Success Criteria	Level 1 With Help Few	Level 2 Working On It! Some	Level 3 Getting It Most	Level 4 Got It! All
I know the names of the basic 3D figures (e.g., cube, cone, sphere, cylinder, rectangular prism, pyramid).				
I can talk about the attributes of 3D figures using math words (e.g., shape of faces)				
I can sort 3D figures.				
I can identify 3D figures in the real world.				
Overall				

Comments:

Geometry 3D Figures Assessment Grade 1 (Laarakkers 2016)

Overall Expectations: 1 - identify common three-dimensional figures and sort and classify them by their attributes; **2 -** compose and decompose common three-dimensional figures.
Specific Expectations:
Geometric Properties 1.2 – trace and identify the two-dimensional faces of three-dimensional figures, using concrete models (e.g., "I can see squares on the cube."); **1.3** – identify and describe common three dimensional figures (e.g., cubes, cones, cylinders, spheres, rectangular prisms) and sort and classify them by their attributes (e.g., colour; size; texture; number and shape of faces), using concrete materials and pictorial representations (e.g., "I put the cones and the cylinders in the same group because they all have circles on them."); **1.4** – describe similarities and differences between an everyday object and a three dimensional figure (e.g., "A water bottle looks like a cylinder, except the bottle gets thinner at the top.");
Geometric Relationships 2.3 – build three-dimensional structures using concrete materials, and describe the two dimensional shapes the structures contain;

Learning Goal: To identify three dimensional figures (e.g., cube, prisms, pyramids) and describe them using math language (e.g., faces, edges and vertices).

Success Criteria	I know the names of the basic 3D figures (e.g., cube, cone, sphere, cylinder, rectangular prism and pyramid).	I can talk about the attributes of 3D figures (e.g., shape of faces)	I can sort 3D figures.	I can identify 3D figures in the real world.		Overall

Grade 2: Geometry 3-D Figures Checkbric **Name:**_____

Overall Expectations: 1 - identify three-dimensional figures and sort and classify them by their geometric properties; **2 -** compose and decompose three-dimensional figures.
Specific Expectations:
Geometric Properties 1.3– identify and describe various three-dimensional figures (i.e., cubes, prisms, pyramids) and sort and classify them by their geometric properties (i.e., number and shape of faces), using concrete materials (e.g., "I separated the figures that have square faces from the ones that don't."); **1.4** – create models and skeletons of prisms and pyramids, using concrete materials (e.g., cardboard; straws and modelling clay), and describe their geometric properties (i.e., number and shape of faces, number of edges).
Geometric Relationships 2.4– build a structure using three-dimensional figures, and describe the two-dimensional shapes and three-dimensional figures in the structure (e.g., "I used a box that looks like a triangular prism to build the roof of my house.").

Learning Goal: To identify three dimensional figures (e.g., cube, prisms, pyramids) and describe them using math language (e.g., faces, edges and vertices).

Success Criteria	Level 1 With Help Few	Level 2 Working On Some	Level 3 Getting It Most	Level 4 Got It!
I know the names of the basic 3D figures (e.g., cube, cone, sphere, cylinder, rectangular prism and pyramid).				
I can talk about the faces, edges and vertices of 3D figures using math words.				
I can make 3D figures.				
I can build a structure using 3D figures.				
I can identify 3D figures in the real world.				
Overall				

Comments: