
Checklist/Anecdotal Records - Construction of 3-D Objects

Name: _____

Date: _____

Check (✓) Criteria Met

A. Process:

1. Student uses appropriate terminology (faces, corners, edges, rectangles, etc.) _____
2. Student follows instructions. _____
3. Student realizes that a 3-D object is constructed using 2-D shapes. _____
4. Student constructs a 3-D object. _____

B. Cooperative Group Work

1. Student participates in discussion and/or task. _____
2. Student asks group for assistance when necessary. _____
3. Student helps and encourages others. _____
4. Student understands the process. _____

Anecdotal Comment:

Examples of Evaluation Activities

Find one fraction between $\frac{3}{4}$ and $\frac{3}{5}$.

Explain how you found your answer.

Can you make a triangle with sticks of lengths of 3 cm, 8 cm, and 9 cm?

Explain your answer.

What number is between 4 and 5?

$\sqrt{5}$ $\sqrt{15}$ $\sqrt{20}$ $\sqrt{25}$

Explain how you found your answer.

Are all congruent triangles also similar triangles?

Explain your answer.

Write everything you learned about fractions.

Given a volleyball and a measuring tape, find the circumference of the ball. Use that value to find the diameter and radius of the ball.

Circle the first step you would do to simplify the following expression.

$$5 \times 7 + 10 \times 3 \div 5 - 9 \times 3 =$$

Explain the steps you would take to determine the favourite sport of the students in your school.

Group Assessment of Cooperative Learning

_____ Individual

_____ Pair

_____ Group

Student Name: _____

Partner/Group Members: _____

Date: _____

Directions: Please meet with your group and use the rating scale below as a basis for discussing how effectively your group is working. Complete the rating scale and return it to your instructor.

Did your group:	Poorly			Extremely Well		
• identify specific goals?	1	2	3	4	5	6
• make noticeable progress towards those goals?	1	2	3	4	5	6
• share information, ideas, and opinions with each other?	1	2	3	4	5	6
• make decisions that were based on the views of all members?	1	2	3	4	5	6
• listen with attention to each other?	1	2	3	4	5	6
• actively encourage each other to participate in the group activities?	1	2	3	4	5	6

Some suggestions for improving our group work next time:

Adapted from *Business Education. A Curriculum Guide for the Secondary Level. Accounting 16, 26, 36* Saskatchewan Education (1992).