|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student/Criteria** |  | | |  | | |  | | |
| **Hitting the target** | **Close to the target** | **Still Working** | **Hitting the target** | **Close to the target** | **Still Working** | **Hitting the target** | **Close to the target** | **Still Working** |
| **Knowledge:** Uses facts, terms, and formulae to solve problems (convert measurements & formula for volume of prisms) |  |  |  |  |  |  |  |  |  |
| **Communication:** Clearly and concisely explains math concepts related to solution verbally and/or in written form |  |  |  |  |  |  |  |  |  |
| **Thinking:** Clear end statement, justifying why an answer is correct; can reflect on ways to mathematically improve |  |  |  |  |  |  |  |  |  |
| **Comments/Next Steps** |  | | |  | | |  | | |

**Snap Cubes for Attiwapiskat Problem - Observational Assessment**

**Questions for Consolidation:**

* What mathematical operations are implied by the wording of this problem?(*If a group needs help getting started)*
* Please explain the strategy you used.*(listening for communication criteria)*
* How do you know you are right? How could you check your solution?*(listen for reasoning, math vocabulary, reflecting on ways to improve)*
* How do we convert cm3 to m3?
* How did you solve the problem? Or Please explain the strategy you used.
* How can we show that this is true for all cases?
* What estimation strategy did you use? Was your result sufficiently accurate for the question?
* Why was a calculator necessary (or helpful) for this problem?
* How have you shown your thinking (e.g., picture, model, number, sentence)?

Group.

* What have you/we learned today?

***If a group is stuck/on a wrong path:***

* Ask the group to share their explanation with another group and consider their feedback as they revise their work

***If a group is finished early…***

* Is an exact answer necessary/possible for this question? Would estimation be adequate? Explain.
* How could you/we arrive at the same answer but in a different way?
* Find someone who has used a different strategy to solve this problem and talk about your approaches.
* Share your solution with someone who has used a different tool, and discuss the merits of each.
* How could you represent this idea algebraically? What is the formula to find the volume of a rectangular or triangular prism? Do you think it will be the same for an octagonal, pentagonal, hexagonal prism?