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| **Reading and Writing Codes Behaviours/Strategies** | | |
| 1. Student describes the movement from one   location to another on a grid, but struggles to  write it as a code.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a25_t01_blm.jp | 1. Student describes the movement from one   location to another on a grid and writes code,  but makes perspective errors.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a25_t02_blm.jp | 1. Student describes the movement from one   location to another on a grid and writes code  that is accurate in direction, but not in quantity.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a25_t03_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student describes the movement from one   location to another on a grid and writes accurate code, but starts over to make a code to avoid the cat. | 1. Student describes the movement from one   location to another on a grid and writes accurate code, but makes errors in where or how to adjust the code. | 1. Student describes the movement from one   location to another on a grid, reads and writes  code, and accurately adjusts code to avoid cats. |
| **Observations/Documentation** | | |
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