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| **Sorting Shapes Using Two Attributes** **Behaviours/Strategies** |
| 1. Student randomly places shapes

without thinking about attributesand is unable to sort set of shapesbased on two attributes.“I didn’t know where toput the shapes.” | 1. Student chooses a shape, but is

unable to analyze its geometricattributes and is unable to sortshapes based on two attributes.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t01_blm.jp“It looks like a pizza slice.” | 1. Student sorts some shapes based

on two attributes, but struggleswhen orientation or shapes areunfamiliar.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t02_blm.jp | 1. Student sorts a set of shapes based on single attributes, but struggles to sort using both attributes simultaneously (ignores overlap).

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student sorts a set of shapes based on two attributes, but struggles to explain why the shapes were placed where they were.

“I just know they go whereI put them.” | 1. Student sorts a set of shapes

based on two attributes, butstruggles to identify the sortingrules used to sort the shapes.“I don’t know what attributesthey used.” | 1. Student sorts a set of shapes based on two attributes and identifies the sorting rules in given sorts, but has difficulty communicating them.

“I can’t explain it.” | 1. Student sorts a set of shapes

based on two attributes andidentifies and describes the sorting rules in given sorts. |
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