|  |
| --- |
| **Naming Fractional Amounts** **Behaviours/Strategies** |
| 1. Student turns over two cards, but struggles

to visually compare fraction sizes and namefractional amounts as he or she cannot namethe unit (i.e., does not know fraction words). | 1. Student turns over two cards, but struggles

to visually compare fraction sizes and namefractional amounts, and matches number ofshaded parts to first word on card.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a08_t01_blm.jp | 1. Student visually compares fraction sizes and

names some fractional amounts, but struggleswith sixths and eighths. |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student visually compares fraction sizes and

names fractional amounts, but struggles toexplain thinking. | 1. Student visually compares fraction sizes and

names fractional amounts, but does not realize that each shape can represent two fractional amounts.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a08_t02_blm.jp | 1. Student successfully visually compares fraction

sizes, names fractional amounts, and explainsthinking using math language. |
| **Observations/Documentation** |
|  |  |  |