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| **Reading and Writing Code on Grids Behaviours/Strategies** | | |
| 1. Student describes the movement from one   location to another on a grid, but code is not  accurate.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a23_t01_blm.jp | 1. Student describes the movement from one   location to another on a grid, but writes code by counting squares instead of steps, resulting in one extra arrow.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a23_t02_blm.jp | 1. Student describes the movement from one   location to another on a grid and accurately  writes code, but struggles to check if partner’s  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a23_t03_blm.jpcode is correct. |
| **Observations/Documentation** | | |
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| 1. Student describes the movement from one   location to another on a grid and writes accurate code, but struggles to write code from memory.  “How can I write the code without  seeing the grid?” | 1. Student describes the movement from one   location to another on a grid and writes code  from memory, but there are small mistakes. | 1. Student describes the movement from one   location to another on a grid and writes accurate codes, with and without seeing a grid. |
| **Observations/Documentation** | | |
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