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| **Conserving Area Behaviours/Strategies** | | |
| 1. Student explores area, but struggles to match   sides of squares exactly.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a02_t01_blm.jp | 1. Student explores area, but believes more than   4 new shapes are possible.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a02_t02_blm.jp | 1. Student measures shapes by area using multiple copies of a non-standard unit, but randomly covers the shapes with tiles (has gaps or overlaps).   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a02_t03_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student measures shapes by area using multiple copies of a non-standard unit, but struggles to describe area. | 1. Student measures shapes by area using   multiple copies of a non-standard unit, but  thinks two shapes that look different cannot  have the same area.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a02_t04_blm.jp | 1. Student successfully measures and describes   shapes by area with non-standard units and  understands that shapes that look different can  have the same area (conservation). |
| **Observations/Documentation** | | |
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