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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, butthinks two shapes that look different cannothave 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 andunderstands that shapes that look different canhave the same area (conservation). |
| **Observations/Documentation** |
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