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| **Constructing 2-D Shapes Behaviours/Strategies** |
| Student chooses materials, but struggles to construct 2-D shapes with given attributes (e.g., makes an open shape).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a03_t01_blm.jp | Student constructs 2-D shapes with given attributes, but makes typical shapes (e.g., equilateral triangle).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a03_t02_blm.jp | Student constructs 2-D shapes with 4 sides, but struggles to name the shape. |
| **Observations/Documentation** |
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| Student constructs 2-D shapes with given attributes, but cannot describe how shapes are alike and how they are different.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a03_t04_blm.jp | Student constructs 2-D shapes with given attributes, but does not use math language to describe how shapes are alike and how they are different.“They both have 3 points. One looks like a pizza slice and the other doesn’t.” | Student constructs 2-D shapes with given attributes and uses math language to describe how shapes are alike and how they are different. |
| **Observations/Documentation** |
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