|  |
| --- |
| **Reading and Writing Codes Behaviours/Strategies** |
| 1. Student describes the movement from one

location to another on a grid, but struggles towrite it as a code.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a25_t01_blm.jp | 1. Student describes the movement from one

location to another on a grid and writes code,but makes perspective errors.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a25_t02_blm.jp | 1. Student describes the movement from one

location to another on a grid and writes codethat is accurate in direction, but not in quantity.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a25_t03_blm.jp |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student describes the movement from one

location to another on a grid and writes accurate code, but starts over to make a code to avoid the cat. | 1. Student describes the movement from one

location to another on a grid and writes accurate code, but makes errors in where or how to adjust the code. | 1. Student describes the movement from one

location to another on a grid, reads and writescode, and accurately adjusts code to avoid cats. |
| **Observations/Documentation** |
|  |  |  |