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| **Sorting Shapes Using One Attribute** **Behaviours/Strategies** |
| 1. Student chooses a familiar 2-D shape, but is

unable to name it.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a01_t01_blm.jp | 1. Student names familiar 2-D shapes, but

struggles to analyze their non-geometric andgeometric attributes.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a01_t02_blm.jp | 1. Student names familiar 2-D shapes and analyzes their attributes, but struggles to compare shapes to find similarities and differences.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a01_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student sorts a set of 2-D shapes in different

ways using a single attribute, but always uses a non-geometric attribute.“I like to sort by colour or size.” | 1. Student successfully sorts a set of 2-D shapes in different ways using a single attribute, but struggles to describe the sort.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a01_t04_blm.jp | 1. Student successfully sorts a set of 2-D shapes

in different ways using a single attribute anddescribes the sort using math language.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a01_t05_blm.jp |
| **Observations/Documentation** |
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