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| **Describing Paths with Codes** **Behaviours/Strategies** | | |
| 1. Student creates a path with cubes on a diagonal and struggles to write a code to describe the path.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g05_a22_t01_blm.jp | 1. Student creates a path with cubes, but struggles to use positional language to write a code to describe the path.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g05_a22_t02_blm.jp | 1. Student creates a path with cubes and uses   positional language to write a code to describe  the path, but counts the same cube twice.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g05_a22_t03_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student creates a path with cubes and uses   positional language to write a code to describe  the path from A to B, but starts over to write a  code from B to A.  “I don’t know what to do to write a code to go  from B to A. I’ll start over.” | 1. Student creates a path with cubes and uses   positional language to write codes to describe  the paths from A to B and B to A, but starts over to find another path.  “Let me take all the cubes off and start over.” | 1. Student creates different paths with cubes and   successfully uses positional language to write  codes to describe the paths from A to B and  B to A. |
| **Observations/Documentation** | | |
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