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| **Reading and Writing Code on Grids Behaviours/Strategies** |
| 1. Student describes the movement from one

location to another on a grid, but code is notaccurate.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a23_t01_blm.jp | 1. Student describes the movement from one

location to another on a grid, but writes code by counting squares instead of steps, resulting in one extra arrow.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a23_t02_blm.jp | 1. Student describes the movement from one

location to another on a grid and accuratelywrites code, but struggles to check if partner’s../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a23_t03_blm.jpcode is correct. |
| **Observations/Documentation** |
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| 1. Student describes the movement from one

location to another on a grid and writes accurate code, but struggles to write code from memory.“How can I write the code withoutseeing the grid?” | 1. Student describes the movement from one

location to another on a grid and writes codefrom memory, but there are small mistakes. | 1. Student describes the movement from one

location to another on a grid and writes accurate codes, with and without seeing a grid. |
| **Observations/Documentation** |
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