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| **Sorting Shapes Using Two Attributes** **Behaviours/Strategies** | | | |
| 1. Student randomly places shapes   without thinking about attributes  and is unable to sort set of shapes  based on two attributes.  “I didn’t know where to  put the shapes.” | 1. Student chooses a shape, but is   unable to analyze its geometric  attributes and is unable to sort  shapes based on two attributes.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t01_blm.jp  “It looks like a pizza slice.” | 1. Student sorts some shapes based   on two attributes, but struggles  when orientation or shapes are  unfamiliar.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t02_blm.jp | 1. Student sorts a set of shapes based on single attributes, but struggles to sort using both attributes simultaneously (ignores overlap).   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a05_t03_blm.jp |
| **Observations/Documentation** | | | |
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| 1. Student sorts a set of shapes based on two attributes, but struggles to explain why the shapes were placed where they were.   “I just know they go where  I put them.” | 1. Student sorts a set of shapes   based on two attributes, but  struggles to identify the sorting  rules used to sort the shapes.  “I don’t know what attributes  they used.” | 1. Student sorts a set of shapes based on two attributes and identifies the sorting rules in given sorts, but has difficulty communicating them.   “I can’t explain it.” | 1. Student sorts a set of shapes   based on two attributes and  identifies and describes the sorting rules in given sorts. |
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