|  |
| --- |
| **Constructing 2-D Shapes from Other Shapes** **Behaviours/Strategies** |
| 1. Student looks at the outline, but does not

know which 2-D shapes to use to construct acomposite shape (hexagon). | 1. Student places blocks randomly with no thought to the outline to construct a composite shape (hexagon) from other 2-D shapes.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a11_t01_blm.jp | 1. Student constructs a composite shape (hexagon) from other 2-D shapes, but leaves gaps or overlaps when using blocks to cover hexagon.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a11_t02_blm.jp |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student constructs a composite shape (hexagon) from other 2-D shapes, but cannot construct it in a different way.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a11_t03_blm.jp | 1. Student constructs a composite shape (hexagon) from other 2-D shapes, but struggles to describe and identify shapes used.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a11_t04_blm.jp | 1. Student constructs a composite shape (hexagon) from other 2-D shapes in different ways and identifies shapes used.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g03_a11_t05_blm.jp |
| **Observations/Documentation** |
|  |  |  |