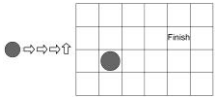
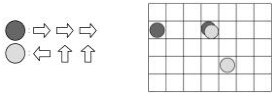
Geometry

Master 45: Activity 15 Assessment

Coding Concurrent Events

Writing Code for Concurrent Events Behaviours/Strategies		
1. Student describes the movement from one location to another on a grid, but code is not accurate. Code often contains one extra arrow, as student counts squares instead of steps. 	2. Student describes the movement from one location to another on a grid and accurately writes code, but struggles to think about how their movements interact with a partner's movements. 	3. Student uses guess and test strategies to add movements to their code so that both characters arrive at *Finish* at the same time. "I added 2 steps, but I still goth there before you. Let's try again."
Observations/Documentation		
4. Student uses algebraic thinking to add movements to their code so that both characters arrive at *Finish* at the same time. "If I go up then down, that adds 2 moves but doesn't actually move me anywhere."	5. Student acts out movements on a grid to see if characters land on the same square at the same time. "We landed on the same square again. Let's change our codes and act it out again."	6. Student visualizes movements and successfully writes code, ensuring that players do not land on the same square at the same time. "I start 4 squares to the left of you. Looking at our codes, we never get really close to each other until the Finish."
Observations/Documentation		