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| **Naming Fractional Amounts** **Behaviours/Strategies** | | |
| 1. Student turns over two cards, but struggles   to visually compare fraction sizes and name  fractional amounts as he or she cannot name  the unit (i.e., does not know fraction words). | 1. Student turns over two cards, but struggles   to visually compare fraction sizes and name  fractional amounts, and matches number of  shaded parts to first word on card.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a08_t01_blm.jp | 1. Student visually compares fraction sizes and   names some fractional amounts, but struggles  with sixths and eighths. |
| **Observations/Documentation** | | |
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| 1. Student visually compares fraction sizes and   names fractional amounts, but struggles to  explain thinking. | 1. Student visually compares fraction sizes and   names fractional amounts, but does not realize that each shape can represent two fractional amounts.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a08_t02_blm.jp | 1. Student successfully visually compares fraction   sizes, names fractional amounts, and explains  thinking using math language. |
| **Observations/Documentation** | | |
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