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| **Reading and Writing Codes Behaviours/Strategies** | | |
| 1. Student describes the movement from one   location to another on a grid, but struggles to  write it as a code.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a25_t01_blm.jp | 1. Student describes the movement from one   location to another on a grid and writes code,  but makes perspective errors.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a25_t02_blm.jp | 1. Student describes the movement from one   location to another on a grid and writes code  that is accurate in direction, but not in quantity.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g06_a25_t03_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student describes the movement from one   location to another on a grid and writes accurate code, but starts over to make a code to avoid the cat. | 1. Student describes the movement from one   location to another on a grid and writes accurate code, but makes errors in where or how to adjust the code. | 1. Student describes the movement from one   location to another on a grid, reads and writes  code, and accurately adjusts code to avoid cats. |
| **Observations/Documentation** | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can make paths and write codes to describe them.  **(Activity 22)** |  |  |  |  |  |  |  |  |  |
| Student can write codes for movements on a grid.  **(Activities 23, 24, 25)** |  |  |  |  |  |  |  |  |  |
| Student can read code to move on a grid.  **(Activities 23, 24, 25)** |  |  |  |  |  |  |  |  |  |
| Student can write code from memory.  **(Activity 23)** |  |  |  |  |  |  |  |  |  |
| Student can write code using numbers and arrows.  **(Activities 24, 25)** |  |  |  |  |  |  |  |  |  |
| Student can identify the incorrect code amongst a group of codes.  **(Activity 24)** |  |  |  |  |  |  |  |  |  |
| Student can adjust a code to avoid an obstacle.  **(Activity 25)** |  |  |  |  |  |  |  |  |  |
| Student can write a code for someone who has a different perspective of the grid.  **(Activity 25)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Makes paths and writes codes to describe them.  **(Activity 22)** |  |  |  |
| Writes codes for movements on a grid.  **(Activities 23, 24, 25)** |  |  |  |
| Reads code to move on a grid.  **(Activities 23, 24, 25)** |  |  |  |
| Writes code from memory.  **(Activity 23)** |  |  |  |
| Writes code using numbers and arrows.  **(Activities 24, 25)** |  |  |  |
| Identifies the incorrect code amongst a group of codes.  **(Activity 24)** |  |  |  |
| Adjusts a code to avoid an obstacle.  **(Activity 25)** |  |  |  |
| Writes a code for someone who has a different perspective of the grid.  **(Activity 25)** |  |  |  |

Strengths:

Next Steps: