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| **Constructing 2-D Shapes Behaviours/Strategies** |
| 1. Student chooses materials, but struggles to

construct 2-D shapes with given attributes(e.g., makes an open shape).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a03_t01_blm.jp | 1. Student constructs 2-D shapes with given

attributes, but makes typical shapes(e.g., equilateral triangle).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a03_t02_blm.jp | 1. Student constructs some 2-D shapes with given

attributes, but struggles when the shape hasmore than 4 sides.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a03_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student constructs 2-D shapes with given

attributes, but cannot describe how shapes are alike and how they are different.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g01_a03_t04_blm.jp | 1. Student constructs 2-D shapes with given

attributes, but does not use math language todescribe how shapes are alike and how they are different.“They both have 3 points. One looks like apizza slice and the other doesn’t.” | 1. Student constructs 2-D shapes with given

attributes and uses math language to describehow shapes are alike and how they are different. |
| **Observations/Documentation** |
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