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| **Describing Paths with Codes** **Behaviours/Strategies** |
| 1. Student creates a path with cubes on a diagonal and struggles to write a code to describe the path.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g05_a22_t01_blm.jp | 1. Student creates a path with cubes, but struggles to use positional language to write a code to describe the path.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g05_a22_t02_blm.jp | 1. Student creates a path with cubes and uses

positional language to write a code to describethe path, but counts the same cube twice.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_g05_a22_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student creates a path with cubes and uses

positional language to write a code to describethe path from A to B, but starts over to write acode from B to A.“I don’t know what to do to write a code to gofrom B to A. I’ll start over.” | 1. Student creates a path with cubes and uses

positional language to write codes to describethe paths from A to B and B to A, but starts over to find another path.“Let me take all the cubes off and start over.” | 1. Student creates different paths with cubes and

successfully uses positional language to writecodes to describe the paths from A to B andB to A. |
| **Observations/Documentation** |
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