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| **Giving Directions Behaviours/Strategies** | | | |
| 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a08_t01_blm.jpStudent looks at the ten-frame, but struggles to give simple directions, and directions are incomplete or incorrect. | 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_gINT_a08_t02_blm.jpStudent gives simple directions, but does not   adjust them for partner’s perspective. | 1. Student gives accurate simple directions and   considers partner’s perspective.  “Take 3 steps forward.  Take 1 step right.  Take 1 step back.” |
| **Observations/Documentation** | | | |
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| **Following Directions Behaviours/Strategies** | | | |
| 1. Student stands on start, but struggles to follow   simple directions or miscounts steps. | 1. Student follows simple directions, but relies on   the direction buddy to move left or right.  “I need the direction buddy to help.” | 1. Student follows simple directions to move quickly and easily to the end. |
| **Observations/Documentation** | | | |
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