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| **Creating Equal Sets Behaviours/Strategies** |
| 1. Student places cubes in one pan,

but struggles to create an equalset and randomly puts cubes in the other pan. | 1. Student creates a set that is equal to a given set, but thinks the sets must be identical (e.g., uses same number of each colour of cube).

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a06_t01_blm.jp | 1. Student creates a set that is equal to a given set (e.g., counting or matching), but does not associate equal with balanced pans.
 | 1. Student successfully creates a set that is equal to a given set.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a06_t03_blm.jp |
| **Observations/Documentation** |
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| **Creating Not Equal Sets Behaviours/Strategies** |
| 1. Student places cubes in one pan,

but struggles to create a not equal set and randomly puts cubes in the other pan. | 1. Student creates a set that is not

equal to a given set, but does notknow whether the new set hasmore or fewer cubes. | 1. Student creates a set that is not

equal to a given set and knowswhich set has more, but does notassociate more with the heights of the pans. | 1. Student successfully creates a set that is not equal to a given set.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a06_t04_blm.jp |
| **Observations/Documentation** |
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