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| **Determining 10 or Multiples of 10 More** **Behaviours/Strategies** |
| 1. Student counts three times to determine 10 or

multiples of 10 more than a number (modelswith counters/cubes).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a05_t01_blm.jp | 1. Student counts on to determine 10 or multiples of 10 more than a number (models with counters/cubes).

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a05_t02_blm.jp | 1. Student counts on by ones on a hundred chart to determine 10 or multiples of 10 more than a number.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a05_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student takes jumps of 10 forward on a hundred chart to determine 10 or multiples of 10 more than a number, but does not recognize how the tens digit changes.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a05_t04_blm.jp | 1. Student takes jumps of 10 forward on a

hundred chart to determine 10 or multiples of10 more than a number and recognizes that the tens digit increases by 1 for each ten added.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a05_t05_blm.jp | 1. Student fluently determines 10 or multiples

of 10 more than a number without using thehundred chart. |
| **Observations/Documentation** |
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