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| **Adding to Determine Doubles to 10 Behaviours/Strategies** |
| 1. Student counts three times to determine

doubles when adding with quantities to 20.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a14_t01_blm.jp | 1. Student counts on to determine doubles when

adding with quantities to 20.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a14_t02_blm.jp | 1. Student makes 10 and counts all to determine

doubles when adding with quantities to 20.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a14_t03_blm.jp |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student makes 10 and counts on to determine

doubles when adding with quantities to 20.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a14_t04_blm.jp | 1. Student fluently adds with quantities to 20 to

determine doubles, but struggles to write theaddition sentence.“I don’t know what to write.” | 1. Student fluently adds with quantities to 20

to determine doubles and writes additionsentences. |
| **Observations/Documentation** |
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