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| **Grouping Objects to Find How Many** **Behaviours/Strategies** |
| 1. Student counts by 1s rather than grouping

objects, but mixes up number sequence or does not coordinate number words with counting actions.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a15_t01_blm.jp | 1. Student accurately counts by 1s, but does not

group objects.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a15_t02_blm.jp | 1. Student groups objects by 2s and skip-counts.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a15_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student groups some objects and subitizes, and then counts on by 1s.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a15_t04_blm.jp | 1. Student groups objects by 10s (uses structure of ten-frame to determine how many).

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a15_t05_blm.jp | 1. Student groups objects flexibly and uses number relationships to determine how many.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a15_t06_blm.jp |
| **Observations/Documentation** |
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