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

multiples of 10 less than a number (models with counters/cubes).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a06_t01_blm.jp | 1. Student counts back to determine 10 or

multiples of 10 less than a number (models with counters/cubes).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a06_t02_blm.jp | 1. Student counts back by ones on a hundred chart to determine 10 or multiples of 10 less than a number.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a06_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student takes jumps of 10 backward on a

hundred chart to determine 10 or multiples of10 less than a number, but does not recognizehow the tens digit changes.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a06_t04_blm.jp | 1. Student takes jumps of 10 backward on a

hundred chart to determine 10 or multiples of 10 less than a number and recognizes that the tens digit decreases by 1 for each ten taken away.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a06_t05_blm.jp | 1. Student fluently determines 10 or multiples

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