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| **Grouping Objects Behaviours/Strategies** | | |
| 1. Student counts by 1s rather than grouping   objects, but mixes up number sequence.  “1, 2, 3, 5” | 1. Student counts by 1s rather than grouping   objects, but does not coordinate number words with counting actions (e.g., misses items in the count, or counts items more than once).  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a16_t01_blm.jp | 1. Student groups objects, but not all groups are   equal.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a16_t02_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student groups objects, but always makes   groups of 2 regardless of the quantity.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a16_t03_blm.jp | 1. Student groups objects in 2s, 5s, and 10s, but   ignores the leftover items.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a16_t04_blm.jp | 1. Student flexibly groups objects in 2s, 5s, and 10s, and includes any leftover items in the total.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a16_t05_blm.jp |
| **Observations/Documentation** | | |
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