|  |
| --- |
| **Decomposing 10 to Write Equalities Behaviours/Strategies** |
| 1. Student spills counters, but does not understand conservation of number (rearranging counters does not change the quantity) and counts each time the counters are spilled

.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a05_t01_blm.jp | 1. Student places counters randomly on ten frames and struggles to count the number of

each colour.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a05_t02_blm.jp | 1. Student groups counters of the same colour

together on ten-frames and counts all countersby 1s.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a05_t03_blm.jp |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student counts or subitizes counters, but

struggles to understand equality (does notassociate two full ten-frames with equality). | 1. Student understands equality, but has difficulty recording different expressions of the same quantity as equalities (cannot write number sentence).
 | 1. Student understands equality and successfully

records different expressions of the samequantity as equalities.3 + 7 = 4 + 62 + 8 = 5 + 5 |
| **Observations/Documentation** |
|  |  |  |