|  |  |  |  |
| --- | --- | --- | --- |
| **Creating Equal Sets Behaviours/Strategies** | | | |
| 1. Student places cubes in one pan,   but struggles to create an equal  set and randomly puts cubes in the other pan. | 1. Student creates a set that is equal to a given set, but thinks the sets must be identical (e.g., uses same number of each colour of cube).   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a06_t01_blm.jp | 1. Student creates a set that is equal to a given set (e.g., counting or matching), but does not associate equal with balanced pans. | 1. Student successfully creates a set that is equal to a given set.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a06_t03_blm.jp |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| **Creating Not Equal Sets Behaviours/Strategies** | | | |
| 1. Student places cubes in one pan,   but struggles to create a not equal set and randomly puts cubes in the other pan. | 1. Student creates a set that is not   equal to a given set, but does not  know whether the new set has  more or fewer cubes. | 1. Student creates a set that is not   equal to a given set and knows  which set has more, but does not  associate more with the heights of the pans. | 1. Student successfully creates a set that is not equal to a given set.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a06_t04_blm.jp |
| **Observations/Documentation** | | | |
|  |  |  |  |