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| **Expressing Equality and Inequality** **Behaviours/Strategies** | | |
| 1. Student chooses a number, but struggles to   decompose number into two parts and model it with cubes. | 1. Student models equality with cubes, but   struggles to record different expressions of  the same quantity as equalities (cannot write  number sentence).  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a20_t01_blm.jp | 1. Student models equality, but does not consider   zero, or thinks the same cubes in the opposite  order is not an equality.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a20_t02_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student models equality, but struggles to model inequality. | 1. Student models inequality, but struggles to   use the greater than or less than sign when comparing expressions.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a20_t03_blm.jp | 1. Student models equality and inequality, records   different expressions of the same quantity as  equalities, and understands and uses the equal  (=) and greater than (>) or less than (<) signs when comparing expressions.  15 + 6 = 14 + 7  15 + 6 ≠ 14 + 5 |
| **Observations/Documentation** | | |
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