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| **Partitioning Wholes into Equal Parts** **Behaviours/Strategies** | | |
| 1. Student chooses an item, but struggles to partition it into equal parts, and parts are not all equal.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a07_t01_blm.jp | 1. Student partitions wholes into equal parts, but   thinks that when the parts are not equal, they  still represent halves, fourths, and eighths.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a07_t02_blm.jp | 1. Student partitions wholes into 2 and 4 equal   parts, but struggles to partition wholes into  8 equal parts. |
| **Observations/Documentation** | | |
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| 1. Student partitions wholes into equal parts, but   struggles to name the unit (does not know  fraction words).  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a07_t03_blm.jp | 1. Student partitions wholes into equal parts,   but thinks that equal parts of different wholes  should be the same size.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a07_t04_blm.jp | 1. Student successfully partitions wholes into   equal parts and names the unit. |
| **Observations/Documentation** | | |
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