|  |
| --- |
| **Decomposing 10 into Parts Behaviours/Strategies** |
| 1. Student selects counters randomly to

decompose 10 into parts. | 1. Student decomposes 10 into parts, but counts

three times to confirm how many.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a13_t01_blm.jp | 1. Student decomposes 10 into parts, but removes

all counters and starts again to find a new way.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a13_t02_blm.jp |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student decomposes 10 into parts, but does not find all the ways.
 | 1. Student finds many ways to decompose 10 into parts, but does not consider 0 and 10.
 | 1. Student uses patterns to systematically find all

ways to decompose 10 into parts. |
| **Observations/Documentation** |
|  |  |  |