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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, theystill 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 into8 equal parts. |
| **Observations/Documentation** |
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| 1. Student partitions wholes into equal parts, but

struggles to name the unit (does not knowfraction 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 wholesshould 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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