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| **Decomposing 10 to Write Equalities Behaviours/Strategies** | | |
| 1. Student spills counters, but does not understand conservation of number (rearranging counters does not change the quantity) and counts each time the counters are spilled   .../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a05_t01_blm.jp | 1. Student places counters randomly on ten frames and struggles to count the number of   each colour.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a05_t02_blm.jp | 1. Student groups counters of the same colour   together on ten-frames and counts all counters  by 1s.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a05_t03_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student counts or subitizes counters, but   struggles to understand equality (does not  associate two full ten-frames with equality). | 1. Student understands equality, but has difficulty recording different expressions of the same quantity as equalities (cannot write number sentence). | 1. Student understands equality and successfully   records different expressions of the same  quantity as equalities.  3 + 7 = 4 + 6  2 + 8 = 5 + 5 |
| **Observations/Documentation** | | |
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