


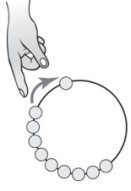


Master 7: Intervention Activity 3 Assessment

My 10 Bracelet

Decomposing 10 Behaviours/Strategies				
1. Student places 10 beads on bracelet, but does not know that rearranging the beads does not change the quantity (conservation of number).  "I'm not sure how many there are."	2. Student decomposes 10 into two parts, but does not remember the whole (counts three times to say how many). "1, 2" "1, 2, 3, ..., 6, 7, 8" "1, 2, 3, ..., 8, 9, 10"	3. Student decomposes 10 into two parts, but does not remember the whole (counts on from a part to say how many). "2" "3, 4, 5, ..., 8, 9, 10"	4. Student decomposes 10 into two parts, but starts again to find a new way.  "I'll push all the beads together and try again."	
Observations/Documentation				
5. Student decomposes 10 into two parts, but moves beads randomly to find different ways.  "2 and 8, then 5 and 5."	6. Student finds possible ways to decompose 10 into two parts, but does not consider zero.	7. Student uses patterns to successfully find different ways to decompose 10 into two parts. 	8. Student uses known number relationships to successfully find all possible ways to decompose 10 into two parts. $0 + 10 = 10$ $6 + 4 = 10$ $1 + 9 = 10$ $7 + 3 = 10$ $2 + 8 = 10$ $8 + 2 = 10$ $3 + 7 = 10$ $9 + 1 = 10$ $4 + 6 = 10$ $10 + 0 = 10$ $5 + 5 = 10$	
Observations/Documentation				