|  |  |  |  |
| --- | --- | --- | --- |
| **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).   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t01_blm.jp | 1. Student decomposes 10 into two   parts, but does not remember the  whole (counts three times to say  how many).  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t02_blm.jp | 1. Student decomposes 10 into two   parts, but does not remember the  whole (counts on from a part to  say how many).  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t03_blm.jp | 1. Student decomposes 10 into two   parts, but starts again to find a  new way.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t04_blm.jp |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| 1. Student decomposes 10 into two   parts, but moves beads randomly  to find different ways.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t05_blm.jp | 1. Student finds possible ways to   decompose 10 into two parts, but  does not consider zero. | 1. Student uses patterns to   successfully find different ways to  decompose 10 into two parts.  ../../../../Desktop/Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03 | 1. 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** | | | |
|  |  |  |  |