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| **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** | | |
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| 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** | | |
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