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| **Identifying and Sorting Coins Behaviours/Strategies** | | | |
| 1. Student looks at coins, but is   unable to sort them using a single attribute. | 1. Student sorts a set of objects (coins) using a single attribute, but puts coins in wrong jars.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a17_t01_blm.jp | 1. Student sorts a set of objects   (coins) using a single attribute, but does not remember the values of the coins.  “I don’t remember how much  a nickel is worth.” | 1. Student successfully sorts a set   of objects (coins) using a single  attribute and associates each coin with a value. |
| **Observations/Documentation** | | | |
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| **Determining the Value of a Collection of Coins Behaviours/Strategies** | | | |
| 1. Student sorts coins, but is unable   to find value of coins as he or she does not associate value of coin with a skip-counting number.  “A dime is 10 cents. What number do I skip-count by?” | 1. Student sorts coins, but is unable to skip-count by factors of 10 or 100.   “10, 20, 30, 50, 60” | 1. Student skip-counts by factors of   10, but struggles to skip-count by  factors of 100 (e.g., 25).  “25, ?” | 1. Student successfully skip-counts by factors of 10 and 100. |
| **Observations/Documentation** | | | |
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