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| **Demonstrating Conceptual Understanding of Story Problems Behaviours/Strategies** | | | |
| Student does not know where to start. | Student uses addition to solve all the problems. | Student solves the problems but does not use math language to explain the process used. | Student identifies addition and subtraction story problems and uses math language to explain the processes used. |
| **Observations/Documentation** | | | |
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| **Fluency of Addition and Subtraction Computational Behaviours/Strategies** | | | |
| Student uses two sets of counters to model a subtraction problem, removes the part from the whole, then counts the part that remains. | Student successfully counts on or back to solve the problem. | Student counts on to find the sum of 7 and 8. | Student uses known number relationships (e.g., doubles, making 10) to solve the problems. |
| **Observations/Documentation** | |  | |
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