|  |
| --- |
| **Conceptual Understanding of Addition and Subtraction Situations Behaviours/Strategies** |
| Student has difficulty creating a story problem for a picture.  | Student identifies an addition problem, but has difficulty identifying a subtraction problem. | Student identifies some subtraction problems, but has difficulty identifying a “find the missing part” picture as a subtraction problem. | Student identifies addition and subtraction problems with ease. |
| **Observations/Documentation** |
|  |  |  |  |
|  |  |  |  |
| **Fluency of Addition and Subtraction Computational Behaviours/Strategies** |
| Student adds two numbers using counters and counts three times. | Student guesses, then counts on or back to check. | Student successfully solves the addition and subtraction problems but is unable to record the corresponding number sentence. | Student successfully solves the addition and subtraction problems and correctly writes the number sentences. |
| **Observations/Documentation** |  |
|  |  |  |  |