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