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| **Conceptual Understanding of Story Problems** **Behaviours/Strategies** | | | |
| 1. Student reads story problem, but   is unable to model add-to and  take-from situations with concrete materials. | 1. Student models the problem, but   uses the wrong operation to solve it. | 1. Student models and solves the   problem, but cannot use symbols  and equations to represent it. | 1. Student successfully models, solves, and symbolizes addition and subtraction problem types and represents thinking on the Think Board. |
| **Observations/Documentation** | | | |
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| **Addition and Subtraction Computational** **Behaviours/Strategies** | | | |
| 1. Student counts three times to add or subtract quantities. | 1. Student counts on or back to add   or subtract quantities. | 1. Student counts efficiently to add or subtract quantities (e.g., makes 10 and then counts on or subitizes). | 1. Student uses mental strategies   flexibly and accurately to add or  subtract quantities. |
| **Observations/Documentation** | | | |
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