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| **Addition Computational Behaviours/Strategies** | | | |
| 1. Student counts three times to add quantities.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t01_blm.jp | 1. Student counts on from the   smaller set to add quantities.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t02_blm.jp | 1. Student counts on from the larger   set to add quantities.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t03_blm.jp | 1. Student fluently adds quantities   and demonstrates an  understanding of addition.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t04_blm.jp |
| **Observations/Documentation** | | | |
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| **Subtraction Computational Behaviours/Strategies** | | | |
| 1. Student counts three times to   subtract quantities (e.g., counts  counters in ten-frames, counts to  remove counters, and then counts the leftover counters  from 1). | 1. Student counts back to subtract   quantities, but begins the count  with the number of counters in  the ten-frames.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t05_blm.jp | 1. Student counts back to subtract   quantities, but removes more  counters than there are.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t06_blm.jp | 1. Student fluently subtracts   quantities and demonstrates an  understanding of subtraction.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t07_blm.jp |
| **Observations/Documentation** | | | |
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