



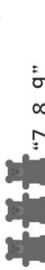




Master 27: Intervention Activity 12 Assessment

Solving Story Problems

Conceptualizing Addition and Subtraction Behaviours/Strategies			
<p>1. Student plays with toy animals, but has difficulty using them to create an addition or subtraction problem. Story is not a math problem.</p> <p>"Bears live in trees in the day. Bears sleep in caves at night."</p>	<p>2. Student attempts to create an addition or subtraction problem, but does not ask a question.</p> <p>"There are 8 bears in the trees. 3 bears come from the cave to join them."</p>	<p>3. Student creates an addition or subtraction problem and acts it out, but cannot use symbols and equations to represent it.</p>	<p>4. Student creates an addition or subtraction problem, acts it out, and uses symbols and equations to represent it.</p> <p>"There are 4 bears in the cave. 2 bears climb down the trees to join them. How many bears are now in the cave?" $4 + 2 = 6$"</p>
Observations/Documentation			
Addition and Subtraction Computational Behaviours/Strategies			
<p>1. Student counts three times to add or subtract quantities.</p> <p>"1, 2, 3, 4"  "1, 2, 3, 4, 5, 6, 7"  "1, 2, 3, ..., 9, 10, 11" </p>	<p>2. Student counts on or back to add or subtract, but begins the count with the number of objects in a part or the whole.</p> <p> "7"  "7, 8, 9"</p>	<p>3. Student counts on or back with concrete materials to add or subtract quantities.</p> <p>"11"  "10, 9, 8"</p>	<p>4. Student counts on or counts back fluently to add or subtract quantities.</p> <p>9 10 "11" </p>
Observations/Documentation			