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| **Repeated Addition and Multiplication** **Behaviours/Strategies** | | | |
| 1. Student uses repeated addition   of groups of cubes to solve the  problem, but miscounts or makes  groups of different sizes. | 1. Student uses repeated addition   of groups to solve the problem by  modelling with groups of cubes. | 1. Student uses repeated addition   of groups to solve the problem by  modelling with one group of cubes. | 1. Student uses repeated addition of groups to solve the problem by placing trains of cubes on a number line and then counting by 1s or skip-counting. |
| **Observations/Documentation** | | | |
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| 1. Student uses repeated addition   of groups to solve the problem by  taking equal jumps on a number  line, but mixes up the length of the arc with the number of items. | 1. Student uses repeated addition   of groups to solve the problem by  taking equal jumps on a number  line, but struggles to write a  repeated addition sentence. | 1. Student uses repeated addition   of groups to solve the problem by  taking equal jumps on a number  line, writes a repeated addition  sentence, but struggles to write a  multiplication sentence. | 1. Student successfully uses repeated addition of groups to solve the problem, writes a repeated addition sentence, and uses multiplication symbol to symbolize the operation. |
| **Observations/Documentation** | | | |
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