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| **Conceptualizing Addition and Subtraction** **Behaviours/Strategies** |
| 1. Student plays with toy animals, but has difficulty using them to create an addition or subtraction problem. Story is not a math problem.

“Bears live in trees in the day.Bears sleep in caves at night.” | 1. Student attempts to create an

addition or subtraction problem,but does not ask a question.“There are 8 bears in the trees.3 bears come from the caveto join them.” | 1. Student creates an addition or

subtraction problem and acts itout, but cannot use symbols andequations to represent it. | 1. Student creates an addition or

subtraction problem, acts it out,and uses symbols and equations to represent it.“There are 4 bears in the cave.2 bears climb down the trees tojoin them. How many bears arenow in the cave?”“4 + 2 = 6” |
| **Observations/Documentation** |
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| **Addition and Subtraction Computational** **Behaviours/Strategies** |
| 1. Student counts three times to add or subtract quantities.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a12_t01_blm.jp | 1. Student counts on or back to add

or subtract, but begins the countwith the number of objects in apart or the whole.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a12_t02_blm.jp | 1. Student counts on or back with

concrete materials to add orsubtract quantities.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a12_t03_blm.jp | 1. Student counts on or counts

back fluently to add or subtractquantities.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a12_t04_blm.jp |
| **Observations/Documentation** |
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