|  |
| --- |
| **Conceptual Understanding of Story Problems** **Behaviours/Strategies** |
| 1. Student reads story problem, but

is unable to model add-to andtake-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 symbolsand 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** |
|  |  |  |  |
|  |  |  |  |
| **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 orsubtract quantities. |
| **Observations/Documentation** |
|  |  |  |  |