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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 cave  to join them.” | 1. Student creates an addition or   subtraction problem and acts it  out, but cannot use symbols and  equations 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 to  join them. How many bears are  now 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 count  with the number of objects in a  part 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 or  subtract 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 subtract  quantities.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a12_t04_blm.jp |
| **Observations/Documentation** | | | |
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