

# Master 88: Activity 32 Assessment

## Conceptualizing Addition and Subtraction: Consolidation

### Conceptual Understanding of Story Problems Behaviours/Strategies

- |   |  |   |   |
|---|--|---|---|
| 1. Student reads story problem, but is unable to model add-to and take-from situations with concrete materials. | 2. Student models the problem, but uses the wrong operation to solve it. | 3. Student models and solves the problem, but cannot use symbols and equations to represent it. | 4. 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

- |   |   |  |  |
|---|---|--|--|
| <p>1. Student counts three times to add or subtract quantities.</p> <p>"1, 2, 3, ..., 7, 8, 9"</p> <p>●●●●●●● counts 9</p> <p>"1, 2, 3, 4, 5, 6"</p> <p>●●●●● counts 6</p> <p>"1, 2, 3, ..., 13, 14, 15" counts all</p> | <p>2. Student counts on or back to add or subtract quantities.</p> <p>"35, 34, 33, ..., 30, 29, 28"</p> <p>"36" ●●●●●●●</p> | <p>3. Student counts efficiently to add or subtract quantities (e.g., makes 10 and then counts on or subitizes).</p> <p>"18"</p> <p>●●●●●●●●●●</p> <p>"28"</p> <p>●●●●●●●●●●</p> <p>"29, 30, 31"</p> | <p>4. Student uses mental strategies flexibly and accurately to add or subtract quantities.</p> <p>"I know 50 and 50 is 100, so 50 + 47 is 3 less, or 97."</p> |
|---|---|--|--|

### Observations/Documentation