

# Master 85: Activity 31 Assessment

## Solving Problems 4

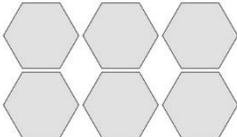
### Conceptual Understanding of Addition and Subtraction Behaviours/Strategies

<p>1. Student takes objects from bin, but has difficulty using them to create an addition and subtraction problem.</p>	<p>2. Student creates an addition problem, but has difficulty creating a subtraction problem.</p>	<p>3. Student creates addition and subtraction problems, but cannot use symbols and equations to represent them.</p> <p style="text-align: center;">"I don't know how to write a number sentence."</p>	<p>4. Student creates addition and subtraction problems and uses symbols and equations to represent them.</p> <p style="text-align: center;"><math>31 + 9 = ?</math> "Answer is 40."  <math>71 - ? = 13</math> "Answer is 58."</p>
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### Observations/Documentation

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### Addition and Subtraction Computational Behaviours/Strategies

<p>1. Student counts three times to add or subtract quantities.</p> <p>"1, 2, 3, 4, 5"</p>  <p>"1, 2, 3, 4, 5, 6"</p>  <p>"1, 2, 3, ..., 9, 10, 11"</p>	<p>2. Student guesses and then counts on or back to add or subtract quantities to check.</p> <p>Guess 7: 13, 14, 15, 16, 17, 18, 19          "Not enough."</p>	<p>3. Student counts on or back to add or subtract quantities.</p> <p>"19, 18, 17, 16, 15, 14, 13, 12"</p> 	<p>4. Student uses mental strategies flexibly and accurately to add or subtract quantities.</p> <p style="text-align: center;">"I know <math>25 + 25</math> is 50.          So, <math>25 + 26</math> is 1 more, or 51."</p>
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### Observations/Documentation

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