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| **Addition Computational Behaviours/Strategies** |
| 1. Student counts three times to add quantities.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t01_blm.jp | 1. Student counts on from the

smaller set to add quantities.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t02_blm.jp | 1. Student counts on from the larger

set to add quantities.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t03_blm.jp | 1. Student fluently adds quantities

and demonstrates anunderstanding of addition.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t04_blm.jp |
| **Observations/Documentation** |
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| **Subtraction Computational Behaviours/Strategies** |
| 1. Student counts three times to

subtract quantities (e.g., countscounters in ten-frames, counts toremove counters, and then counts the leftover counters from 1). | 1. Student counts back to subtract

quantities, but begins the countwith the number of counters inthe ten-frames.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t05_blm.jp | 1. Student counts back to subtract

quantities, but removes morecounters than there are.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t06_blm.jp | 1. Student fluently subtracts

quantities and demonstrates anunderstanding of subtraction.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a11_t07_blm.jp |
| **Observations/Documentation** |
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