

# Master 25: Intervention Activity 11 Assessment

## Solving Story Problems






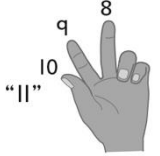
### Conceptualizing Addition and Subtraction Behaviours/Strategies

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| <p>1. Student plays with toy animals, but has difficulty using them to create an addition or subtraction problem. Story is not a math problem.</p> <p>“Bears live in trees in the day. Bears sleep in caves at night.”</p> | <p>2. Student attempts to create an addition or subtraction problem, but does not ask a question.</p> <p>“There are 8 bears in the trees. 3 bears come from the cave to join them.”</p> | <p>3. Student creates an addition or subtraction problem and acts it out, but cannot use symbols and equations to represent it.</p> | <p>4. Student creates an addition or subtraction problem, acts it out, and uses symbols and equations to represent it.</p> <p>“There are 4 bears in the cave. 2 bears climb down the trees to join them. How many bears are now in the cave?”</p> <p>“<math>4 + 2 = 6</math>”</p> |
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### Observations/Documentation

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### Addition and Subtraction Computational Behaviours/Strategies

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| <p>1. Student counts three times to add or subtract quantities.</p> <p>“1, 2, 3, 4”</p>  <p>“1, 2, 3, 4, 5, 6, 7”</p>  <p>“1, 2, 3, ..., 9, 10, 11”</p> | <p>2. Student counts on or back to add or subtract, but begins the count with the number of objects in a part or the whole.</p>  <p>“7”</p>  <p>“7, 8, 9”</p> | <p>3. Student counts on or back with concrete materials to add or subtract quantities.</p> <p>“11”</p>  <p>“10, 9, 8”</p> | <p>4. Student counts on or counts back fluently to add or subtract quantities.</p>  |
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### Observations/Documentation

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