








Master 27: Intervention Activity 12 Assessment

Solving Story Problems

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."	2. 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."	3. Student creates an addition or subtraction problem and acts it out, but cannot use symbols and equations to represent it.	4. 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				

Addition and Subtraction Computational Behaviours/Strategies				
1. Student counts three times to add or subtract quantities. "1, 2, 3, 4"  "1, 2, 3, 4, 5, 6, 7"  "1, 2, 3, ..., 9, 10, 11"	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.   "7"  "7, 8, 9"	3. Student counts on or back with concrete materials to add or subtract quantities. "11"  "10, 9, 8"	4. Student counts on or counts back fluently to add or subtract quantities. q 10 8 "11" 	
Observations/Documentation				