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| **Using Repeated Addition and Subtraction** **Behaviours/Strategies** | | |
| 1. Student counts all items by 1s and does not   recognize number patterns in repeated units.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a04_t01_blm.jp | 1. Student counts on or back to count items and   does not recognize number patterns in repeated units.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a04_t02_blm.jp | 1. Student recognizes number patterns in   repeated units and skip-counts forward or  backward to find how many.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a04_t03_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student recognizes number patterns in   repeated units and uses addition or subtraction to find how many, but does not see relation to repeated addition or subtraction. | 1. Student recognizes number patterns in   repeated units and uses repeated addition or  subtraction of groups to solve problems, but  is unable to use math language to explain  thinking. | 1. Student recognizes number patterns in   repeated units and uses repeated addition or  subtraction of groups to solve problems. |
| **Observations/Documentation** | | |
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