



Content Area: Math

Grade Level: 2

Reporting Measure: Addition

Level	Description
Above & Beyond (4.0)	I can come up with a way of adding that can be used for any numbers no matter how big they are (for example, I can use what I know about place value and adding three-digit numbers to explain how I could add numbers that have more than three digits).
3.5	I can do all of the things at level 3.0, and I can do some of the things at level 4.0.
Proficient (3.0)	A1—I can add three-digit numbers that have sums up to 1,000 (for example, I can add $705 + 180$, $254 + 336$, and $492 + 209$). A1—I can use a number line to show how adding numbers works (for example, I can use a number line to show how to add $38 + 17$ and $15 + 65$).
2.5	I can do all of the things at level 2.0, and I can do some of the things at level 3.0.
Getting There (2.0)	A1—I know what certain words mean (for example, <i>addend</i>, <i>associative property</i>, <i>commutative property</i>, <i>digit</i>, <i>hundreds</i>, <i>ones</i>, <i>place</i>, <i>place value</i>, <i>sum</i>, <i>tens</i>, <i>total</i>) and can do things such as: - Use place value to explain how much a three-digit number stands for. For example, I can explain that the number 397 stands for 3 hundreds (3 groups of 10 tens), 9 tens (9 groups of 10 ones), and 7 ones. - Explain the rules of addition. For example, I can explain that you can add numbers in any order and still get the same total or that you can group numbers together in different ways and they will still add up to the same total. - Recognize pairs of numbers that add up to 100. For example, I can recognize that 27 and 73 or 58 and 42 add up to 100. - Break apart numbers and put them back together to make groups of tens or hundreds. For example, when someone gives me the problem $95 + 53$, I can break apart the 53 into $6 + 47$ to make the problem $94 + 6 + 47$ and then combine the parts again to make the problem $100 + 47$. - Explain that multi-digit numbers can be added by adding together the same place values from each number. For example, when someone give me the problem $667 + 230$, I can explain that the hundreds can be added together, the tens can be added together, and then the ones can be added together to result in a total of 8 hundreds, 9 tens, and 7 ones, or 897. - Put together groups of 10 in one place into one group of the next highest place when adding. For example, when I'm adding $683 + 219$, I can regroup the total of the ones places (12 ones) into 1 ten and 2 ones. - Quickly and easily add numbers with a total up to 20 in my head. For example, I can add $9 + 8$ quickly and easily in my head. - Add up to four two-digit numbers. - Add 10 or 100 to any three-digit number in my head. - Write down the steps I go through when adding multi-digit numbers, including using numbers and math symbols. - Use what I know about place value and the rules of addition to explain why a method for adding numbers works. For example, I can use what I know about breaking apart numbers

	and putting them back together along with my ability to show numbers as groups of hundreds, tens, and ones to show how a method of adding multi-digit numbers works. A2—I know what certain words mean (for example, <i>hash mark</i>, <i>number line</i>, <i>range</i>, <i>sum</i>, <i>tick mark</i>, <i>unit</i>) and can do things such as: • Explain how the number that is shown by a point on a number line is the same as the number of counts between zero and that point on the line. For example, I can explain that a point on the number line located at the hash mark labeled “5” stands for the same as the number of counts along the number line between the zero hash mark and the 5 hash mark. • Create a number line that someone could use to display a specific set of numbers. For example, when someone gives me the set of numbers 5, 8, 13, and 17, I can create a number line with a range from 5 to 17 that could be used to plot the numbers. • Use a number line to count. For example, I can use a number line to count on 7 from the number 16. • Explain that the sum of two numbers can be found by counting them both out, one after the other, on a number line. For example, I can explain that the sum of $15 + 9$ can be found by locating 15 on a number line and then counting 9 more units to the right.
1.5	I can do some of the things at level 2.0 and at level 3.0.
Beginning (1.0)	I can do some of the things at level 2.0 and at level 3.0 with help.