



Content Area: Math

Grade Level: K

Reporting Measure: Addition

Level	Description
Above & Beyond (4.0)	I can find the missing number when someone gives me an addition problem with one of the smaller numbers missing (for example, when someone gives me the problem $3 + \square = 8$, “two and how many more make seven?” or “if three bunnies are on the grass, and if after some more bunnies hop over there are now eight bunnies on the grass, how many bunnies hopped over?” I can find the missing number and explain how I did it).
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 solve “add to” problems with numbers up to 10 (for example, when someone gives me the problem $4 + 2 = \square$, “three plus five more,” or “if two bunnies are sitting on the grass and five more hop there, how many bunnies are on the grass now?” I can find the total and explain how I did it). A2—I can solve “put together” problems with numbers up to 10 (for example, when someone gives me the number $5 + 4 = \square$, “the total of two and six,” and “if three red apples and six green apples are sitting on the table, how many apples are there?” I can find the total and explain how I did it). A3—When someone gives me a number smaller 10, I can find the number that should be added to it to make 10 (for example, when someone gives me the number 3, 5, 7, or 8, I can find what number what number should be added to it to make 10).
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>add, addend, addition, count, equal, equation, plus, sum, total, +, =</i>) and can do things such as: - Explain that addition is when you start with a number and then increase it by another number. For example, I can explain that the problem $5 + 2$ is like when you start with 5 of something and then someone brings 2 more. - Use objects or drawings to show how an “add to” problem works. For example, when someone gives me the problem $4 + 3$, I can show how the problem works by drawing a group of 4 objects, then drawing 3 more objects and explaining that the answer to the problem is the number of objects all together. - Explain that, when counting, each number name means an amount that is 1 larger than the number that came before it. - Count on from a number by a certain amount. For example, when someone asks me to count on 5 after 3, I can raise a finger for every time I count past 3 until I have 5 fingers raised. - Explain why adding any number other than 0 will make a bigger number. For example, I can explain that adding on any number other than 0 is the same as adding extra to something, so you’ll always end up with more. - Explain why adding 0 to a number will always make the same number. For example, I can explain that adding 0 to a number is the same as adding nothing to it, so it stays the same. - Use the right names for the parts of an addition problem. For example, when someone gives me a set of 5 objects and asks me to count out 2 more, I can say that 5 and 2 are called the “addends” and the total number of objects at the end is called the “sum.”

- Use objects or drawings to show the addition problem when someone gives me an addition word problem. For example, when someone says that a boy has 4 apples, then someone gives him 3 more and asks how many he has in all, I can make a drawing of 4 apples and 3 apples and circle all the apples to show how many there are in all.
 - Read addition equations. For example, when someone shows me the equation $3 + 6 = 9$, I can explain that it means 3 and 6 are being added together to make 9 all together.
- A2**—I know what certain words mean (for example, *add*, *addend*, *addition*, *break apart*, *count*, *decompose*, *equal*, *equation*, *plus*, *sum*, *total*, $+$, $=$) and can do things such as:
- Explain that addition is when you put things together. For example, when someone gives me the problem $5 + 4$, I can say its like putting 5 things together with 4 other things and counting them all together.
 - Use objects or drawings to show how a “put together” problem works. For example, when someone gives me the problem $7 + 2$, I can show how the problem works by drawing a group of 7 objects and a group of 2 objects, then circling both groups together to show the answer.
 - Use the right names for the parts of an addition problem. For example, when someone gives me a set of 5 objects and a set of 2 objects and asks me to combine them, I can say that 5 and 2 are called the “addends” and the total number of objects all together is called the “sum.”
 - Break apart a number between 1 and 10 into two smaller numbers in more than one way.
 - Break apart a number between 6 and 10 into a 5 and some other number.
 - Quickly and easily add and subtract with numbers between 1 and 5.
 - Quickly say the total when adding any number between 1 and 5 to itself. For example, I can explain that “two and two make four” and “five and five make ten.”
 - When someone gives me group of objects that has already been broken apart into smaller groups, I can tell how many objects were in the original group. For example, when someone breaks apart of group of 7 objects into a group of 3 red objects and a group of 4 blue objects, I can tell that there were 7 objects in the original group.
 - Explain that an addition problem still adds up to the same amount even if you switch the order of the parts being added. For example, I can tell that $3 + 7$ and $7 + 3$ still add up to the same amount.
 - Use objects or drawings to show the addition problem when someone gives me an addition word problem. For example, when someone says that a boy has 4 red apples and 3 green apples and asks me to figure out how many there are in all, I can make a drawing of 4 red apples and 3 green apples and circle all the apples together to show how many there are in all.
 - Read addition equations. For example, when someone shows me the equation $3 + 6 = 9$, I can explain that it means 3 and 6 are being added together to make 9 all together.
- A3**—I know what certain words mean (for example, *add*, *addend*, *addition*, *break apart*, *count*, *decompose*, *equal*, *equation*, *plus*, *sum*, *total*, $+$, $=$) and can do things such as:
- Explain that when you add numbers up, the total you get can be broken apart into those same numbers again. For example, when someone gives me the problem $8 + 2 = 10$, I can explain that you can also break apart 10 into an 8 and a 2.
 - Break apart the number 10 into two smaller numbers in more than one way.
 - Use objects or drawings to show how to break down a number into two smaller numbers when someone gives me one of the smaller numbers. For example, when someone asks me to break the number 10 apart into a 7 and some other number, I can draw a set of 10 objects, circle 7 of them, and count the leftover objects to find the other number.

	• Count on to 10 from a smaller number. For example, when someone gives me the number 4, I can count on to 10 while raising a finger for each time I count, and then count my raised fingers to find out that takes 6 more to get to 10 from 4. • Use objects or drawings to show how an addition problem works. For example, when someone gives me the equation $6 + 4 = 10$, I can draw a group of 6 objects and a group of 4 objects, then circle both groups to show that 6 added with 4 is 10.
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.