# Content Area: Math Grade Level: First Grade

**Reporting Measure:** Operations and Algebraic Thinking Reporting Measure: Addition

| Level | Description | Initials |
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| **Above & Beyond (4.0)** | The student will:<br>• Add two-digit numbers whose sum is greater than 100 (for example, reason about the place-value relationship of tens and ones to compose a group of 10 tens into a hundred when adding two-digit numbers). | |
| **3.5** | In addition to score 3.0 performance, partial success at score 4.0 content | |
| **Proficient (3.0)** | The student will:<br>**A1—Add up to three numbers whose sum is less than or equal to** 20 (for example, calculate the sum of $10 + 6 + 2$, $4 + 7 + 6$, and $5 + 8 + 3$).<br>**A2—Add two-digit numbers whose sum is less than or equal to** 100 (for example, calculate the sum of $83 + 16$, $22 + 50$, $32 + 54$, and $29 + 64$). | |
| **2.5** | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| **Getting There (2.0)** | **A1—**The student will recognize or recall specific vocabulary (for example, *ones*, *tens*) and perform basic processes such as:<br>• Fluently add within 10.<br>• Explain that the addends of an addition problem can be added in any order and still result in the same sum (commutative property of addition). For example, explain that the sum of $11 + 4$ is equal to the sum of $4 + 11$.<br>• Explain that the addends of an addition problem can be composed and decomposed and still result in the same sum (associative property of addition). For example, explain that the sum of $11 + 4$ is equal to the sum of $10 + 1 + 4$ or $10 + 5$.<br>• Decompose and recompose the addends of an addition problem to rewrite the problem as a sum of 10 and some number of ones. For example, rewrite the problem $7 + 6$ by decomposing the 6 (producing the problem $7 + 3 + 3$) and recomposing the addends as $10 + 3$.<br>• Represent addition using models or diagrams. For example, represent addition problems using drawings of discrete objects, tape diagrams, or number-bond diagrams.<br>**A2—**The student will recognize or recall specific vocabulary (for example, *ones place*, *place value*, *tens place*) and perform basic processes such as:<br>• Interpret the value of a given two-digit number as a number of tens and ones. For example, interpret the value of the number 79 as 7 tens (7 groups of 10 ones) and 9 ones.<br>• Compose a group of 10 ones into 1 ten. For example, when adding $46 + 28$, compose the sum of the ones place ($6 \text{ ones} + 8 \text{ ones} = 14 \text{ ones}$) into 1 ten and 4 ones.<br>• Represent the addition of two-digit numbers using models or diagrams. For example, represent the addition of a pair of two-digit numbers by diagramming each addend as an amount of tens and ones, composing a new ten from any group of 10 ones, then representing their sum as the total number of tens and ones in both addends.<br>• Explain that two-digit numbers can be added by adding the like place values of each addend, and that it is sometimes necessary to compose a new ten from a group of 10 ones. For example, when given the problem $67 + 25$, explain that the sum can be calculated by adding the amount of tens in each number ($6 \text{ tens} + 2 \text{ tens} = 8 \text{ tens}$), adding the amount of ones in each number ($7 \text{ ones} + 5 \text{ ones} = 12 \text{ ones}$), composing a new ten from any groups of 10 ones ($12 \text{ ones} = 1 \text{ ten and } 2 \text{ ones}$), then combining the resulting tens and ones together into a single value (8 tens, 1 additional ten, and 2 ones is the same as 9 tens and 2 ones, or 92).<br>• Decompose and recompose the addends of an addition problem to rewrite the problem as a sum of some number and a multiple of 10. For example, when given the problem $67 + 25$, rewrite the problem by decomposing the 25 (producing the problem $67 + 3 + 22$) and recomposing the addends as $70 + 22$. | |
| **1.5** | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |

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| **Beginning (1.0)** | With help, partial success at score 2.0 content and score 3.0 content | |