



Content Area: Math

Grade Level: 2

Reporting Measure: Word Problems

Level	Description
Above & Beyond (4.0)	The student will: • Explain the advantages and disadvantages of different strategies for representing word problems (for example, explain why drawings might make a word problem easier to picture but would take longer to create than equations).
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)	WP1—I can solve word problems that take one or two steps to solve and that involve doing addition or subtraction with numbers up to 100 (for example, when someone tells me that 8 boys and some girls were playing on the swings at recess for a total of 17 children on the swings, and after some more girls came over to play on the swings there were a total of 15 girls on the swings, I can figure out how many more girls came over to play on the swings). WP2—I can solve problems involving the addition and subtraction of length measurements that use the same unit type (for example, when someone tells me that a semi-truck is pulling a 53-foot trailer and the truck itself is 35 feet shorter than the trailer, I can figure out the combined length of the truck and trailer).
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)	WP1—I know what certain words mean (for example, <i>addend, difference, equation, sum, total</i>) and can do things such as: • Quickly and easily add and subtract numbers up to 100. • Pick out words that stand for math operations or show the relationships between numbers. For example, I know that “combined,” “both,” or “total” can stand for addition; “minus,” “less,” or “difference” can stand for subtraction; and “more than” or “fewer than” can show that numbers are being compared where one is bigger than the other. • Pick out when different amounts in word problems are being added or subtracted. For example, when someone tells me that there are 4 fewer boys than girls in a class and there are 12 boys in the class, I can pick out words or draw diagrams of the amounts to figure out that the number of girls in the class will be the same as $12 + 4$. • Draw diagrams or create equations that use a symbol for amounts I don’t know to show addition and subtraction in word problems. For example, when someone tells me that a boy has 18 marbles and a girl has 23, I can draw a diagram of 23 marbles with 18 marbles crossed out or write the equations $23 - 18 = \square$ or $18 + \square = 23$ to show the difference in the number of marbles. • Rewrite an addition or subtraction equation as several different addition or subtraction equations made up of the same numbers. For example, when someone gives me the equation $24 - 6 = 18$, I can rewrite it as the equations $24 - 18 = 6$, $6 + 18 = 24$, and $18 + 6 = 24$. WP2—I know what certain words mean (for example, <i>centimeter, difference, equation, foot, inch, length, measurement, meter, sum, unit</i>) and can do things such as: • Explain that any length is equal to the sum of all the smaller lengths that make it up. For example, when someone places a 4-inch object and a 6-inch object end-to-end, I can explain that the total distance along both objects will be equal to 10 inches.

	• Explain that the difference between two lengths can be found by subtracting the shorter length from the longer length. • Explain that measurements must have the same type of units to be added or subtracted and that the sum or difference will also be in that unit type. • Use drawings or diagrams to show the addition or subtraction of length measurements. For example, when someone asks me to find the difference between 26 inches and 14 inches, I can show the problem by using a tape or number-bond diagram, or by creating a drawing of a ruler. • Use equations to show the addition or subtraction of length measurements. For example, when someone asks me to find the combined length of a 32-inch object and a 54-inch object, I can show the problem as $32 \text{ inches} + 54 \text{ inches} = 86 \text{ inches}$. • Pick out how the different measurements in a word problem are related. For example, when someone tells me that a boy is about 48 inches tall and a girl is about 5 inches shorter, I can explain that the height of the girl is about $48 \text{ inches} - 5 \text{ inches}$.
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.