Content Area: Math Grade Level: 2

Reporting Measure: Subtraction

Level	Description
Above & Beyond (4.0)	• I can come up with a way of subtracting 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 subtracting three-digit numbers to explain how I could subtract 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)	**S1—I can subtract three-digit numbers** (for example, I can find the differences of $947 - 306$, $738 - 519$, and $804 - 175$). **S2—I can use a number line to show how subtraction works** (for example, I can use a number line to show how to subtract $46 - 19$ and $85 - 25$).
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)	**S1—**I know what certain words mean (for example, *addend*, *difference*, *hundreds*, *minuend*, *ones*, *place*, *place value*, *subtrahend*, *tens*, *total*) and can do things such as: • Explain how a subtraction problem is like an addition problem where you know the sum but don't know one of the addends. For example, when someone gives me the problem $729 - 465$, I can explain that the problem is asking for the number you would add to 465 to make 729. • Break apart numbers in a subtraction problem to make groups of tens or hundreds. For example, when someone gives me the problem $782 - 439$, I can break apart the smaller number to make the problem $782 - 39 - 400$ and then do part of the subtraction to make the simpler problem $743 - 400$. • Explain that multi-digit numbers can be subtracted by subtracting each place value in the smaller number from the same place in the bigger number. For example, when someone gives me the problem $859 - 632$, I can explain that the hundreds can be subtracted, the tens can be subtracted, and the ones can be subtracted to find the difference of 2 hundreds, 2 tens, and 7 ones, or 227. • Break apart and regroup the place values in the bigger number of a subtraction problem so that each place value is bigger than the same place in the smaller number of the problem. For example, when someone gives me the problem $442 - 291$, I can break apart one of the hundreds in the bigger number into 10 tens and regroup the bigger number into 3 hundreds, 14 tens, and 2 ones. • Quickly and easily subtract numbers up to 20 in my head. For example, I can subtract $17 - 9$ quickly and easily in my head. • Subtract 10 or 100 from any three-digit number in my head. • Write down the steps I go through when subtracting multi-digit numbers, including using numbers and math symbols. • Use what I know about place value and the rules of addition and subtraction to explain why a method for subtracting numbers works. For example, I can use what I know about how addition and subtraction are connected and about how multi-digit numbers are made up of groups of hundreds, tens, and ones to show how a method for subtracting multi-digit numbers works.

	S2—I know what certain words mean (for example, *difference*, *hash mark*, *number line*, *range*, *sum*, *tick mark*, *unit*) 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 back 9 from the number 16. • Find the distance between two numbers on a number line. For example, I can find the distance between 14 and 29 by counting the number of units between those two numbers on a number line. • Explain that the difference between two numbers is the same as the distance between those two numbers on a number line. For example, I can explain that the difference of $24 - 11$ can be found by counting the number of units between 24 and 11 on a number line.
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.