**Reporting Measure:**  Addition and Subtraction Concepts

| Level | Description |
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| **Above & Beyond (4.0)** | • I can find the missing number in an equation that has both addition and subtraction (for example, I can find the missing number in the equations $15 - \square + 4 = 13$, $\square + 9 - 7 = 7$, and $12 + 6 - \square = 4$). |
| 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)** | **ASC1—I can find the missing number in an addition or subtraction equation with 3 numbers** (for example, I can find the missing number in the equations $4 + \square = 17$, $\square + 5 = 11$, $3 + 13 = \square$, $19 - \square = 8$, $\square - 6 = 7$, and $16 - 9 = \square$). <br> **ASC2—I can solve addition and subtraction word problems where any one of the amounts is missing** (for example, when someone tells me that a boy has 8 apples and then buys 7 more, I can find how man apples he has; when someone tells me that a girl has 16 marbles and 5 of them are red and the rest of which are blue, I can find how many blue marbles she has; and when someone tells me that a boy has 14 pieces of candy and that his friend has 5 fewer pieces, I can find how many pieces of candy his friend has). |
| 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)** | **ASC1—I know what certain words mean (for example, *add*, *addend*, *difference*, *equals*, *equation*, *minus*, *plus*, *subtract*, *sum*, *total*) and can do things such as:** <br> • Add and subtract with numbers up to 20. <br> • Explain that a subtraction problem is like an addition problem where you know the sum but don't know one of the numbers being added. <br> • Explain that the equals sign means the things on either side of it are the same total amount. <br> • Explain that an equation is only true if the things on both sides are the same total amount, and if they aren't the same amount then it is false. <br> • Explain that I can find the missing number in an equation by finding the number that will make both sides of the equation be the same total amount. <br> • Tell whether an equation someone gives me is true. For example, I can tell whether or not $12 - 8 = 3$ is true. <br> • Use objects or drawings to show how an addition or subtraction equation works. For example, when someone gives me the equation $14 + 5 = 19$, I can use a number bond diagram to show that the numbers 14 and 5 are two parts that make 19 when you put them together, which is the same amount that is on the other side of the equation. <br> • Explain how the numbers in an addition or subtraction equation that has three numbers are connected to each other. For example, I can explain that both numbers being added in an addition equation combine to make up the sum and that subtracting either of the addends from the sum will leave the other addend. <br> • Pick out the number that is made up of the other numbers in an addition or subtraction equation that has three numbers. For example, I can explain that the sum in an addition equation is made up of the addends put together, and the number being subtracted from in a subtraction equation is made up of the number being subtracted and the difference put together. |

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| | • Explain that the addends of an addition problem can be added together in any order and they will still make the same sum.<br>• Rewrite an addition or subtraction equation with three numbers as a different addition or subtraction equation with the same three numbers. For example, when someone gives me the equation $14 - 6 = 8$, I can rewrite it as the equations as $14 - 8 = 6$, $8 + 6 = 14$, or $6 + 8 = 14$.<br>**ASC2**—I know what certain words mean (for example, *add, addend, addition, difference, equals, equation, minus, plus, subtract, subtraction, sum, total*) and can do things such as:<br>• Find the number that is made up of the other numbers in an addition or subtraction word problem some gives me. For example, when someone asks me to find the number of apples a girl has when she has 6 red apples and 4 green apples, I can tell that the combined number of both red and green apples will be the number that is made up of the other numbers in the word problem.<br>• Make a drawing to show how the numbers in an addition or subtraction word problem with three numbers are connected. For example, when someone tells me that 5 boys are playing on a slide and after some girls come over to join them there are now 8 kids on the slide altogether, I can use a number bond drawing to show that 5 put together with some other number will make up a total of 8.<br>• I can tell when a word problem is talking about addition, subtraction, or comparison. For example, I can tell that when a word problem uses words like "joined" or "combined" it's talking about addition, when it uses phrases like "take away" or "left over" it's talking about subtraction, and when it uses phrases like "more than" or "fewer than" it's comparing the size of two numbers.<br>• I can tell what a word problem is asking me for. For example, when a problem says that a girl has 12 pencils and a boy has 7 pencils and then it asks me to find how many more pencils the girl has than the boy, I can tell that the problem is asking me the difference between 12 pencils and 7 pencils.<br>• Write an addition or subtraction equation that has missing numbers by putting a symbol in the right place to represent the number.<br>• Write an addition or subtraction equation to represent a word problem someone gives me. For example, when someone tells me that a boy has 18 marbles then gives some away until he has 13 left, I can write the equation $18 - \square = 13$ to describe the problem. |
| **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. |