**Content Area:** Math     **Grade Level:** Kindergarten

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

| Level | Description |
|---|---|
| **Above & Beyond (4.0)** | The student will:<br>• Develop a strategy to solve subtraction problems in which the number being subtracted is unknown (for example, when given the problems $8 - \square = 2$, "how much do I have to take away from ten to make four?" and "if six apples are on the table, and if after someone eats some of the apples there are now three apples on the table, how many apples were eaten?" find the unknown number using strategies based on counting or decomposition and explain the reasoning behind the answers using verbal explanations, models, or diagrams). |
| **3.5** | In addition to score 3.0 performance, partial success at score 4.0 content |
| **Proficient (3.0)** | The student will:<br>**S1—Solve "take from" subtraction problems in the range** 1–10 (for example, when given the problems $8 - 5 = \square$, "start with six and then take away four," and "if there are seven apples on the table and then someone eats three of them, how many apples are left over?," calculate the differences and explain the reasoning behind the answers using verbal explanations, models, or diagrams).<br>**S2—Solve "take apart" subtraction problems in the range** 1–10 (for example, when given the problems $10 - 2 = \square$, "if you split nine into a group of seven and another group, how many are in the other group?" and "if there are eight apples on the table, and if six of the apples are red and the rest are green, how many green apples are there?," calculate the differences and explain the reasoning behind the answers using verbal explanations, models, or diagrams). |
| **2.5** | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| **Getting There (2.0)** | **S1**—The student will recognize or recall specific vocabulary (for example, *difference*, *minus*, *subtract*, *subtraction*, $-$) and perform basic processes such as:<br>• Describe subtraction as starting with a known quantity and then taking a given amount away from that quantity. For example, describe the subtraction problem $5 - 3$ as a situation in which someone starts with a group of 5 objects and then takes away 3 objects from that group.<br>• Represent "take from" subtraction problems or situations using models or diagrams. For example, represent the subtraction problem $6 - 2$ by drawing a set of 6 objects, crossing out 2 of the objects to take them away, then counting the remaining objects to determine the difference.<br>• Count backward from any number in the range 1–10 by a specified number of counts. For example, count 4 numbers back from 8 by starting with the number 8, raising 1 finger to mark each successive count, and stopping the count when 4 fingers have been raised.<br>• Explain why a larger number cannot be subtracted from a smaller number (for subtraction situations in which the difference is greater than or equal to zero).<br>• Identify the components of a given subtraction problem or situation (number being subtracted from, number being subtracted, and the resulting difference). For example, when given a set of 5 counters and asked to take away 2 of the counters, identify the 5 counters as the number being subtracted from, the 2 counters as the number being subtracted, and the remaining 3 counters as the resulting difference.<br>**S2**—The student will recognize or recall specific vocabulary (for example, *break apart*, *decompose*) and perform basic processes such as:<br>• Describe subtraction as taking a quantity apart into two smaller quantities. For example, describe the subtraction problem $7 - 4$ as a situation in which someone has a set of 7 objects and then takes the set apart to create two smaller sets, one of which contains 4 objects and the other of which contains the difference.<br>• Represent "take apart" subtraction problems or situations using models or diagrams. For example, represent the subtraction problem $9 - 3$ by splitting a group of 9 counters into a group of 3 and another group, and then counting the number of counters in the other group to determine the difference.<br>• Decompose numbers in the range 1–10 into pairs of smaller numbers in different ways.<br>• Describe a "take apart" subtraction situation as reversing the actions of addition. For example, explain that taking apart a group of 4 objects into a group of 3 objects and a group of 1 object (which represents the subtraction situation $4 - 3 = 1$) reverses the action of putting together a group of 3 objects and a group of 1 object to create a single group of 4 objects (which represents the addition situation $3 + 1 = 4$).<br>• Explain that subtracting one of the two component parts of a decomposed number from the number will result in the other component part. For example, when given that the number 7 can be decomposed into a 2 and a 5, explain that subtracting 2 from 7 will result in 5 and that subtracting 5 from 7 will result in 2. |
| **1.5** | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| **Beginning (1.0)** | With help, partial success at score 2.0 content and score 3.0 content |