

## TEAM Student Growth Portfolio Rubric Second Grade Mathematics

	Second Grade Mathematics		
Ор	era	tions and Algebraic Thinking (OA)	Cluster: Represent and solve problems involving addition and
			subtraction.
inv	olvii		- and two-step contextual problems, with unknowns in all positions, , and <i>compare</i> . Use objects, drawings, and equations with a symbol
0	•	<ol> <li>require composing or decomposing tens, using at lease</li> <li>add to-start unknown,</li> <li>take from-start unknown,</li> <li>compare-smaller unknown (version with more), o</li> <li>compare-bigger unknown (version with fewer).</li> <li>Student does not accurately represent any o</li> <li>Teacher presents student with one addition and one s</li> <li>Student does not accurately represent any o</li> </ol>	r f the problems. <b>AND</b>
1	•	<ul> <li>require composing or decomposing tens, using at lease</li> <li>add to-start unknown,</li> <li>take from-start unknown,</li> <li>compare-smaller unknown (version with more), o</li> <li>compare-bigger unknown (version with fewer).</li> <li>Student accurately represents <u>1 or 2</u> pro</li> </ul> AND Teacher presents student with one addition and one student accurately represents and one student with one addition additio	r blems with a mathematical drawing or concrete models.
2	•	<ul> <li>Teacher presents student with two addition and two require composing or decomposing tens, using at leas</li> <li>add to-start unknown,</li> <li>take from-start unknown,</li> <li>compare-smaller unknown (version with more), o</li> <li>compare-bigger unknown (version with fewer).</li> <li>Student accurately represents <u>3 or 4</u> pro</li> <li>AND</li> <li>Teacher presents student with one addition and one start</li> </ul>	r blems with a mathematical drawing or concrete models.
3	•	<ul> <li>require composing or decomposing tens, using at lease</li> <li>add to-start unknown,</li> <li>take from-start unknown,</li> <li>compare-smaller unknown (version with more), o</li> <li>compare-bigger unknown (version with fewer).</li> <li>Student accurately represents all 4 problements</li> <li>AND</li> <li>Teacher presents student with one addition and one start</li> </ul>	r lems with a mathematical drawing, diagram, <b>or</b> equation with a

4		Teacher presents student with <b>three</b> addition and <b>three</b> subtraction one-step contextual problems within 100 that do
		not require composing or decomposing tens, using at least <b>three different situations</b> from the following four:
		1) add to-start unknown,
		2) take from-start unknown,
		compare-smaller unknown (version with more), or
		3) compare-bigger unknown (version with fewer).
		• Student accurately represents <u>all 6</u> problems with a mathematical drawing, diagram, <b>or</b> equation with a
		symbol for the unknown number.
		AND
	•	Teacher presents student with one addition and one subtraction two-step contextual problem within 100.
		<ul> <li>Student <u>accurately represents both problems</u> with a number line model or equation(s) with a symbol for</li> </ul>
		the unknown number(s).
5	•	Teacher presents student with <b>four</b> addition and <b>four</b> subtraction one-step contextual problems within 100 that do not
5	•	require composing or decomposing tens, using <b>all four situations</b> below:
		1) add to-start unknown,
		2) take from-start unknown,
		3) compare-smaller unknown (version with more), or
		compare-bigger unknown (version with fewer).
		<ul> <li>Student accurately represents <u>all 8 problems with a number line model</u> or equation(s) with a symbol for the</li> </ul>
		unknown number(s).
		AND
		Teacher presents student with one addition and one subtraction two-step contextual problem within 100.
	•	
		<ul> <li>Student <u>accurately represents both problems</u> with a number line model and equation(s) with a symbol for the unknown number(s).</li> </ul>
<b>C</b> -1-		Teacher provides student with <b>two</b> one-step equations arising from <b>two</b> of the following situations:
6*	•	
		<ol> <li>add to-start unknown,</li> <li>take from-start unknown,</li> </ol>
		3) compare-smaller unknown (version with more), or
		4) compare-bigger unknown (version with fewer).
		<ul> <li>Student <u>accurately creates two unique contextual problems</u> that could be solved using the provided</li> </ul>
		equations.
		AND
	•	Teacher presents student with two addition and two subtraction two-step contextual problems within 100.
		<ul> <li>Student <u>accurately represents all 4 problems with a single equation for each that encompasses both</u></li> </ul>
- 1		steps needed to solve the problem.
-		addition to providing evidence that the student met the expectations of level 6,
	•	Teacher provides student with <b>two</b> , two-step equations (one of which incorporates both addition and subtraction)
		arising from <b>two</b> of the following situations:
		1) add to-start unknown,
		2) take from-start unknown,
		3) compare-smaller unknown (version with more), or
		4) compare-bigger unknown (version with fewer).
		<ul> <li>Student accurately creates two unique contextual problems that could be solved using the provided</li> </ul>
		equations.
		Notes: Reference <u>Table 1: Common Addition and Subtraction Situations Chart</u> in the Tennessee State Standards. First grade
		should have experience with all 12 problem types but are not expected to master those labeled second grade. Second
orade	e sti	udents should master all of these problem types. Please note that contextual problems can be read aloud to any student.

Second Grade Mathematics		
Nu	mber and Operations in Base Ten (NBT)	<b>Cluster:</b> Use place value understanding and properties of operations to add and subtract.
Sta	ndard: 2.NBT.B.6 Add up to four two-digit numbers us	ing properties of operations and strategies based on place
valu	ie.	
0	Teacher presents student with at least two problems adding <b>two</b> two-digit numbers with sums <b>less than 30</b> that require composing or decomposing tens.	Student <b>does not</b> accurately complete any problems.
1	Teacher presents student with at least two problems adding <b>two</b> two-digit numbers with sums <b>less than 30</b> that require composing or decomposing tens.	Student accurately completes <u>all</u> problems.
2	Teacher presents student with at least two problems adding <b>three</b> two-digit numbers with sums <b>within 100</b> that do not require composing or decomposing tens.	Student accurately completes <u>all</u> problems.
3	Teacher presents student with at least two problems adding <b>four</b> two-digit numbers with sums <b>within 100</b> that require composing or decomposing tens.	Student accurately completes <u>all problems</u> .
4	In addition to providing evidence that a student met the expectations of level 3: Teacher presents student with at least two problems adding three two-digit numbers with sums greater than 100 that require composing or decomposing tens.	Student accurately completes <u>all</u> problems.
5	In addition to providing evidence that a student met the expectations of levels 3 & 4: Teacher presents student with at least two problems adding <b>four</b> two-digit numbers with sums <b>greater than 100</b> that require composing or decomposing tens.	Student accurately completes <u>all</u> problems.
6*	In addition to providing evidence that a student met the expectations of levels 3, 4, & 5: Teacher provides student with a whole number within 100.	Student <b>accurately creates three different equations</b> , each involving the sum of at least <b>three addends</b> and requiring regrouping that add up to the provided whole number. Student <b>explains</b> the properties of operations or place-value based strategies that could be used to solve
		each of the three created expressions.
7*	In addition to providing evidence that a student met the expectations of levels 3, 4, 5, & 6: Teacher provides student with a whole number within 100.	Student <b>accurately creates three different equations</b> , each involving the sum of at least <b>four addends</b> and requiring regrouping that add up to the provided whole number. Student <b>explains</b> the properties of operations or place-value based strategies that could be used to solve each of the three created expressions.

2.NBT.B.6: Page 1/1

	Second Grade M		
Number and Operations in Base Ten (NBT)		Cluster: Use place value understanding and	
		properties of operations to add and subtract.	
	ndard: 2.NBT.B.7 Add and subtract within 1000 using concrete		
pro	perties of operations, and/or the relationship between additio	n and subtraction to explain the reasoning used.	
0	Teacher presents student with two addition and two	Student <b><u>does not</u></b> accurately explain the answer for	
	subtraction problems containing two whole numbers	any problems.	
	with sums/differences within 1,000 that <u>do not</u>		
	require composing or decomposing tens or		
	hundreds.		
1	Teacher presents student with two addition and two	Student accurately explains the answer for <b>only</b>	
	subtraction problems containing <b>two</b> whole	<b>both addition OR only both subtraction</b> problems	
	numbers with sums/differences within 1,000 that <b>do</b>	using concrete models, drawings, strategies based	
	<b>not</b> require composing or decomposing tens or	on place value, properties of operations, and/or the	
	hundreds.	relationship between addition and subtraction.	
2	Teacher presents student with two addition and two	Student accurately explains the answer <b>for all</b>	
	subtraction problems containing <b>two</b> whole	<b>problems</b> using concrete models, drawings,	
	numbers with sums/differences within 1,000 that <b>do</b>	strategies based on place value, properties of	
	<b>not</b> require composing or decomposing tens or	operations, and/or the relationship between addition	
	hundreds.	and subtraction.	
3	Teacher presents student with two addition and two	Student accurately explains the answer <b>for all</b>	
	subtraction problems containing <b>two</b> whole	<b>problems</b> using concrete models, drawings,	
	numbers with sums/differences within 1,000 that	strategies based on place value, properties of	
	require composing or decomposing tens <b>or</b>	operations, and/or the relationship between addition	
	hundreds.	and subtraction.	
4	Teacher presents student with two addition and two	Student accurately explains the answer <b>for all</b>	
	subtraction problems containing <b>two</b> whole	<b>problems</b> using concrete models, drawings,	
	numbers with sums/differences within 1,000 that	strategies based on place value, properties of	
	require composing or decomposing tens <b>and</b>	operations, and/or the relationship between addition	
	hundreds.	and subtraction.	
5	Teacher presents student with two addition and two	Student accurately explains the answer <b>for all</b>	
	subtraction problems containing <b>three</b> whole	<b>problems</b> using concrete models, drawings,	
	numbers with sums/differences within 1,000 that	strategies based on place value, properties of	
<b>a</b> .h	require composing or decomposing tens <b>and</b>	operations, and/or the relationship between addition	
	hundreds.	and subtraction.	
6*	Teacher presents student with two addition and two	Student accurately explains the answer <b>for all</b>	
	subtraction problems containing <b>three</b> whole	problems using two different strategies and	
	numbers with sums/differences within 1,000 that	describes how the two selected strategies are similar	
	require composing or decomposing tens <b>and</b>	and how they are different.	
7*	hundreds.		
	Teacher presents student with two subtraction	Student accurately explains the answer <b>for both</b>	
	problems containing <b>more than three</b> whole	problems using two different strategies and	
	numbers with a difference within 1,000 that require	describes how the two selected strategies are similar	
	composing or decomposing tens <b>and</b> hundreds.	and how they are different.	

Standard: 2.MD.B.5 Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents both addition or both subtraction problems with a mathematical drawing or concrete models.Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing or concrete models.Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing or concrete models.Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.Teacher presents student with two addition and two subtraction contextual problems with	Me	Second Grade asurement and Data (MD)	<b>Cluster:</b> Relate addition and subtraction to length
<ul> <li>are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which hequire composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving l</li></ul>			
<ul> <li>represent the problem.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Te</li></ul>			
<ul> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addi</li></ul>			quations with a symbol for the unknown to
subtraction contextual problems within 100 involving lengths given with the same units which do <b>not</b> require composing or decomposing tens.any problems.1Teacher presents student with two addition and two subtraction contextual problems within 100 involving 			two Student deer net accurately represent
lengths given with the same units which do not require composing or decomposing tens.Student accurately represents both addition or both subtraction problems with a mathematical drawing or concrete models.2Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing or concrete models.3Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing and equation with a symbol for the unknown number.4Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing and equation with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing and equation with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown<	U		
composing or decomposing tens.Student accurately represents both addition or both subtraction problems with a mathematical drawing or concrete models.2Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing or concrete models.3Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing or concrete models.4Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing and equation with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100			
ITeacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents <u>sluf</u> addition or both <u>subtraction</u> problems with a <u>mathematical drawing</u> or concrete models.2Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents <u>all</u> problems with a <u>mathematical drawing</u> or <u>concrete models</u> .3Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents <u>all</u> problems with a <u>mathematical drawing</u> and <u>equation</u> with a symbol for the unknown number.4Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <u>all</u> and <u>equation</u> with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <u>all</u> and <u>equation</u> with a symbol for the unknown number.6*Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all</u> problems with a <u>number</u>			equire
<ul> <li>subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 in</li></ul>	4		ture Chudent en wetele verwerente heth
<ul> <li>lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which requi</li></ul>	I	-	
composing or decomposing tens.concrete models.2Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a mathematical drawing or concrete models.3Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.4Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents			-
<ul> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher pr</li></ul>			
<ul> <li>subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving tengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction conte</li></ul>	_		
lengths given with the same units which do not require composing or decomposing tens.or concrete models.3Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which do not require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.4Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which req	2	•	
composing or decomposing tens.Student accurately represents all 4 <b>3</b> Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>do not require</b> composing or decomposing tens.Student accurately represents all 4 <b>4</b> Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <b>all 44</b> Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <b>all 45</b> Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <b>all 45</b> Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <b>all 45</b> Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <b>all 47</b> Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <b>all 47</b> Teacher presents student with two addi			
<ul> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>do not require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving <b>three or more</b> lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving <b>three or more</b> lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving <b>four or more</b> lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving <b>four or more</b> lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents given with the same units which <b>require</b> composing or decompo</li></ul>		0 0	require <b>or</b> <u>concrete models</u> .
<ul> <li>subtraction contextual problems within 100 involving lengths given with the same units which <b>do not require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving <b>three or more</b> lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving <b>three or more</b> lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving <b>four or more</b> lengths given with the same units which <b>require</b> composing or decomposing tens.</li> <li>Teacher presents given with the same units which <b>require</b> composing or decomposing tens.</li> </ul>			
lengths given with the same units which do not require composing or decomposing tens.and equation with a symbol for the unknown number.4Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>mathematical drawing</u> and <u>equation</u> with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the un	3		
composing or decomposing tens.unknown number.4Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>mathematical drawing</u> and <u>equation</u> with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.			
<ul> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with the same units which require com</li></ul>			
subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.problems with a <u>mathematical drawing</u> and <u>equation</u> with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving <u>three or more</u> lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and equation with a symbol for the unknown number.			
lengths given with the same units which require composing or decomposing tens.and equation with a symbol for the unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.	4	-	
composing or decomposing tens.unknown number.5Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which <b>require</b> composing or decomposing tens.Student accurately represents <b>all 4</b> problems with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <b>all 4</b> problems with a number line model <b>and</b> equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <b>all 4</b> problems with a number line model <b>and</b> equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents <b>all 4</b> problems with a number line model <b>and</b> equation with a symbol for the unknown number.			
<ul> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.</li> </ul>			
<ul> <li>subtraction contextual problems within 100 involving lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.</li> </ul>			
lengths given with the same units which require composing or decomposing tens.equation with a symbol for the unknown number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.	5		
composing or decomposing tens.number.5*Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a symbol for the unknown number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.Student accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.		•	-
<ul> <li>5* Teacher presents student with two addition and two subtraction contextual problems within 100 involving three or more lengths given with the same units which require composing or decomposing tens.</li> <li>7* Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.</li> <li>7* Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.</li> </ul>		lengths given with the same units which <b>requir</b>	equation with a symbol for the unknowr
<ul> <li>subtraction contextual problems within 100 involving</li> <li><u>three or more</u> lengths given with the same units which</li> <li>require composing or decomposing tens.</li> <li>Teacher presents student with two addition and two</li> <li>subtraction contextual problems within 100 involving</li> <li><u>four or more</u> lengths given with the same units which</li> <li><u>four or more</u> lengths given with the same units which</li> <li><u>require</u> composing or decomposing tens.</li> </ul>		composing or decomposing tens.	number.
three or morelengths given with the same units whichequationrequire composing or decomposing tens.number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or moreStudent accurately represents all 4 problems with a number line model and equation with a symbol for the unknown number.four or morelengths given with the same units which require composing or decomposing tens.equation number.	6*	•	
require composing or decomposing tens.number.7*Teacher presents student with two addition and two subtraction contextual problems within 100 involving four or more lengths given with the same units which require composing or decomposing tens.number.equationsubtraction contextual problems within 100 involving number.problems with a number line model and equation with a symbol for the unknown number.		•	<b>o</b>
<ul> <li>Teacher presents student with two addition and two subtraction contextual problems within 100 involving <u>four or more</u> lengths given with the same units which require composing or decomposing tens.</li> <li>Student accurately represents <u>all 4</u> problems with a <u>number line model</u> and <u>number line mod</u></li></ul>		three or more lengths given with the same unit	s which equation with a symbol for the unknowr
subtraction contextual problems within 100 involving four or more require composing or decomposing tens.problems with a <u>number line model</u> and equation with a symbol for the unknown number.		require composing or decomposing tens.	number.
four or morelengths given with the same units whichequationwith a symbol for the unknownrequirecomposing or decomposing tens.number.	7*	Teacher presents student with two addition and	two Student accurately represents <u>all 4</u>
require composing or decomposing tens. number.		subtraction contextual problems within 100 inv	lving problems with a <u>number line model</u> <b>and</b>
		four or more lengths given with the same units	which <u>equation</u> with a symbol for the unknowr
		require composing or decomposing tens.	number.
	Sco		: Common Addition and Subtraction Situations

Measurement and Data (MD)       Cluster: Relate addition and subtraction to length			
	ndard 2.MD.B.6 Represent whole numbers as lengths fr		
		ally spaced. Use a number line to represent whole number	
	ns and differences of lengths within 100.		
0	Teacher presents student with two addition and two	Student <b>does not</b> accurately represent any problems.	
	subtraction problems involving whole number		
	lengths within 100 and <b>provides</b> the student with a		
	number line model to solve the problems.		
1	Teacher presents student with two addition and two	Student accurately represents <b>only</b> the addition <b>or only</b>	
	subtraction problems involving whole number	the subtraction problems by using the number line to	
	lengths within 100 and <b>provides</b> the student with a	model the strategy and solution.	
	number line model to solve the problems.		
2	Teacher presents student with two addition and two	Student accurately represents <b>all 4</b> problems by using the	
	subtraction problems involving whole number	number line to model the strategy and solution.	
	lengths within 100 and <b>provides</b> the student with a		
	number line model to solve the problems.		
3	Teacher presents student with two addition and two	Student accurately represents all 4 problems by creating	
	subtraction problems involving whole number	number line model, marking and labeling the number line	
	lengths within 100 and <b>prompts the student to</b>	model with equal spaces, and using the number line to	
	create a number line model to solve the problems.	model the strategy and solution.	
4	Teacher provides student with two addition and two	Student accurately models <u>all 4</u> problems by drawing a	
	subtraction <b>contextual</b> problems involving whole	number model <b>and</b> an equation to represent the	
	number lengths within 100 and <b>prompts the</b>	situation.	
	<u>student to create</u> a number line model to solve the		
	problems.		
5	In addition to providing evidence the student met	Student accurately models <b><u>all 4</u></b> problems by drawing a	
	the expectations of level 4:	number model <b>and</b> an equation to represent the	
	Teacher provides student with two addition and two	situation.	
	subtraction <b>contextual</b> problems involving whole		
	number lengths within 100 and <b>prompts the</b>	Student accurately defends their strategies and	
	student to create a number line model to solve the	<b>solutions</b> with a verbal or written explanation.	
<u> </u>	problems.		
6*	In addition to providing evidence the student met the expectations of level 4 and 5:	Student accurately writes the addition equation modeled and then generates a contextual problem	
	Teacher provides student with a number line model	involving lengths that can be solved by the provided	
	depicting addition within 100.	model.	
7*	In addition to providing evidence the student met	Student accurately writes the addition equation	
	the expectations of level 4, 5, and 6:	modeled and then generates a contextual problem	
	Teacher provides student with a number line model	involving lengths that can be solved by the provided	
	depicting subtraction within 100.	model.	
Sco		Addition and Subtraction Situations Chart in the Tennessee	

2.MD.B.6: Page 1/1