Name Date

1. Solve.

|  |  |
| --- | --- |
| a.  18 + 4 = \_\_\_\_\_ | b.  48 – 6 = \_\_\_\_\_ |
| c.  15 – 8 = \_\_\_\_\_ | d.  8 + 65 = \_\_\_\_\_ |
| e.  66 + 30 = \_\_\_\_\_ | f.  83 – 9 = \_\_\_\_\_ |

1. Write a number sentence and statement to answer the sticker questions below. Include a math drawing if you like.
   1. Trevor’s mom gave him 6 stickers to start his collection. He received 25 more for his birthday. How many stickers does Trevor have now?
   2. James has 40 stickers and gives away 7. How many stickers does James have now?

3. Solve.

|  |  |
| --- | --- |
| a.  13 – 7 = \_\_\_\_\_ | b.  29 + 6 = \_\_\_\_\_ |
| c.  42 + 5 = \_\_\_\_ | d.  36 + 60 = \_\_\_\_\_ |
| e.  80 – 8 = \_\_\_\_\_ | f.  85 – 60 = \_\_\_\_\_ |

1. Tammy gave 7 markers to Sam. She started with 42 markers. How many markers does Tammy have now? Write a number sentence and statement to answer. Include a math drawing if you like.

|  |  |
| --- | --- |
| End-of-Module Assessment Task Standard Addressed | Topics A–B |
| Represent and solve problems involving addition and subtraction.  2.OA.1 Use addition and subtraction within 100 to solve one-and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See CCLS Glossary, Table 1.)  Add and subtract within 20.  2.OA.2 Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.  Use place value understanding and properties of operations to add and subtract.  **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | |

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left (Step 1) to right (Step 4).  The learning goal for students is to achieve Step 4 mastery.  These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

| A Progression Toward Mastery | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item and Standards Addressed | STEP 1  Little evidence of reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning without a correct answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  2.OA.2  2.NBT.5 | Student correctly answers 1–2 problems. | Student correctly answers 3–4 problems. | Student correctly answers 5 problems. | Student correctly answers:  a. 22 b. 42 c. 7  d. 73 e. 96 f. 74  The correct answer is evidence of solid reasoning. However, use student work to determine whether a student is working at Level 1, 2, or 3. |
| **2**  2.OA.2 | Student incorrectly solves and does not include a reasonable number sentence or statement. | Student incorrectly solves but includes both a reasonable number sentence and statement.  OR  Student correctly solves but is unable to write both a correct statement and number sentence. | For parts (a) and (b), student correctly answers 31 and 33. However, either the number sentence or statement is incorrect or missing. | a. Student correctly answers 31 stickers and writes the number sentence  25 + 6 or 6 + 25 to solve. Student writes a complete statement to answer how many stickers Trevor has now.  b. Student correctly answers 33 stickers and writes the number sentence  40 – 7 to solve. Student writes a statement to answer how many stickers James has now. |
| **3**  2.OA.2  2.NBT.5 | Student correctly answers 1–2 problems. | Student correctly answers 3–4 problems. | Student correctly answers 5 problems. | Student correctly answers:  a. 6 b. 35 c. 47  d. 96 e. 72 f. 25  The correct answer is evidence of solid reasoning. However, use student work to determine whether a student is working at Level 1, 2, or 3. |
| **4**  2.OA.1 | Student incorrectly solves and does not include a reasonable number sentence or statement. | Student incorrectly solves but includes both a reasonable number sentence and statement.  OR  Student correctly solves but is unable to write both a correct statement and number sentence. | Student correctly answers 35. However, either the number sentence or statement is incorrect or missing. | Student correctly:   1. Answers 35 markers. 2. Writes the number sentence 42 – 7 = 35 or 7 + 35 = 42 to solve. 3. Writes a complete statement to answer how many markers Tammy has now. |



