Name _____ Date _____

Add or subtract: Show strategy.

400 – 243 =

Work Space:

382 + 420 =

Work Space:

357
+287

Work Space:

834
- 645

Work Space:

Teacher notes:
Fluently add and subtract within 1000 using strategies and algorithms (invented) based on place value, properties of operations, and/or the relationship between addition and subtraction. This is an end of the year standard. For end of 1st quarter:

- Students are exceeding expectations if they use invented algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Students also demonstrate flexibility by choosing different more efficient strategies based on the number choices given. For example, a student may choose to compensate rather than increment because the number choices are appropriate.
- Students who meet expectations can choose a successful strategy to solve the problem. Strategy may include direct modeling by 10's but notation needs to be present with their drawing. Work may contain a minor computational error.
- Students who are progressing toward meeting the expectation may direct model by 10's but their drawing does not include notation.
- Students who do not meet this standard have a lack of understanding of the problem and their strategy shows no evidence of leading to the correct answer.

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		**Got It:** Student essentially understands the target concept.	
1 Does not meet expectation related to the standard The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	**2 Progressing toward meeting expectations related to the standard** Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	**3 Meets expectation related to the standard** Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	**4 Exceeds expectations related to the standard** Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65