Build It!-Addition #2

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| Grade Level: 2 |
| Mathematics Domain and Cluster:  Domain: Number and Operations in Base Ten  Cluster: Understand Place Value  Cluster: Use place value understanding and properties of operations to add and subtract |
| Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):  2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:  a. 100 can be thought of as a bundle of ten tens — called a “hundred.”  b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and 0 ones).  2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. |
| Student Materials:   * Base Ben Blocks #2 Assessment Sheet * Pencil * Base Ten manipulatives |
| Teacher Materials:   * Base Ten manipulatives |
| Directions (for teacher to administer assessment task):   * Call students individually to complete the first portion of the assessment with the teacher * Tell students, “Read the problem. Then, use the base ten manipulatives to solve the problem.” * Read prompt aloud to the student. * Have student use the base ten manipulatives to solve the problem. -While student is using the manipulatives record observations on the top portion of the assessment. * After student has completed the first task, have them write strategy they used to solve the problems with the manipulatives using numbers and equations. * Have students work independently on the task. |
| Prompt:  See attachment |
| Correct or Model Answer:  Part 1  387 + 222 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  !  !!! pppppppp j  !! pp s  !!!!!!l  600 + 9 = 609  Part 2:   |  |  | | --- | --- | | 387 + 222 = \_\_\_\_\_\_\_\_\_\_\_  300 + 200 = 500  80 + 20 = 100  7 + 2 = 9  500 + 100 + 9 = 609 | 222 + 387 = \_\_\_\_\_\_\_\_\_\_\_  222 + 300 = 522  522 + 80 = 602  602 + 7 = 609 | |

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| **Scoring Guide/Rubric** (a score should be awarded for each criterion below) | | | |
| **Criteria (CCSS code)** | **0 points** | **1 Point** | **2 Point** |
| Understand the three digits of a three-digit number represent amounts of hundreds, tens, and ones. (2.NBT.1) | Uses base ten manipulatives that do not match the initial two three digit numbers OR uses base ten manipulatives inaccurately. | Uses base ten manipulatives to build the two three digit numbers with minor errors. (before solving) | Uses base ten manipulatives to build the two three digit numbers with accuracy. (before solving) |
| Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. (2.NBT.7) | Solves the problem that does not use numbers OR solves the problem with major misconceptions | Solves the problem using numbers with minor errors in computation using one of the following strategies: -Place value  -Properties of operations | Solves the problem using numbers accurately using one of the following strategies: -Place value  -Properties of operations |

**Build It – Addition #2**

**Second Grade Mathematics Assessment**

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| Problem:  387 + 222 = |
| Use base ten manipulatives to solve the problem.  Teacher observations: |
| Solve the problem. Show your work using numbers and equations. |