

AMC (Assessing Math Concepts)... After the Test, What's Next?

Presented by Geralyn Hendrick & Stephanie Webb

Who needs to be assessed?

- ▶ Students whose score falls below the Math MAP proficiency range.
 - ▶ These students will be loaded into your www.amcanywhere.com account, so you can assess them.
- ▶ Grade Level Proficiency Ranges for 2012 – 2013 MAP tests. (This can be found under the assessment and accountability tab on insidepisd.edu.)

Math	K	1	2
Fall	134 – 142	150 - 158	169 – 177
Winter	139 – 148	160 – 169	178 – 185
Spring	147 – 155	168 – 176	184 – 194

How do we access AMC Anywhere?

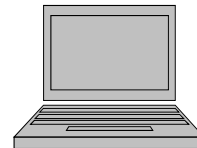
- ▶ www.amcanywhere.com
- ▶ User Type: Select Teacher
- ▶ District ID: 2543
- ▶ Teacher ID: Network Login (e.g., firstname.lastname)
- ▶ Password for first time logon: Same as Teacher ID

*For first time logon you will receive an email how to set up your account and change your password.



Testing Environment...

- ▶ www.amcanywhere.com can be accessed from...
- ▶ Your teacher computer
- ▶ Lap top
- ▶ Tablet
- ▶ Smart Phone



Did you know that you can test students that didn't fall below the proficiency range?

- ▶ www.amcanywhere.com has two different testing modes.
 - ▶ Live Mode: This is for students that have been loaded into the system – whose MAP RIT fell below the proficiency range.
 - ▶ Demo Mode: This is for students that you want to additionally test. Perhaps, they are at the bottom of the proficiency range.
 - ▶ You must print screen when you are in demo mode because your AMCanywhere account will not store their information.



What grades assess what tests?

- ▶ **Kindergarten**
 - ▶ Counting Objects
 - ▶ Changing Numbers
 - ▶ Number Arrangements
- ▶ **First Grade**
 - ▶ Number Arrangements
 - ▶ Combination Trains
 - ▶ Hiding Assessment
- ▶ **Second Grade**
 - ▶ Hiding Assessment
 - ▶ Grouping Tens
 - ▶ Two-digit Addition and Subtraction



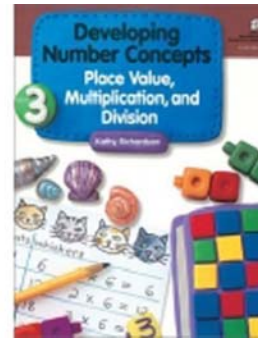
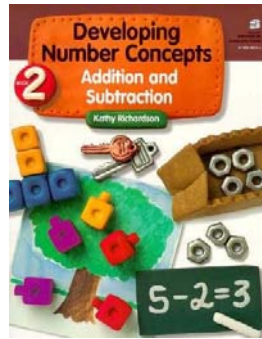
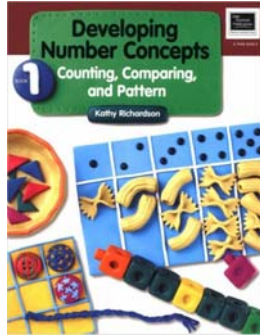
I've assessed using AMCanywhere...how do I read the report?

- ▶ **A**
 - ▶ The student can **apply** that skill independently.
 - ▶ **P**
 - ▶ The student needs to **practice** this skill.
 - ▶ **I**
 - ▶ The student needs **instruction** on how to do this skill.
 - ▶ **N**
 - ▶ The student **needs prerequisite**.
-

K – 2 Mathematics Tier II/AIM Timeline

- ▶ **First Nine Weeks**
 - ▶ Administer the MAP Assessment and identify students needing Tier II intervention.
 - ▶ **Second Nine Weeks**
 - ▶ Assess each AIM student using www.amcanywhere.com
 - ▶ Use intervention station cards and activities and monitor student progress.
 - ▶ **Third Nine Weeks**
 - ▶ Reassess AIM students to update assessment results.
 - ▶ Use intervention station cards and activities and monitor student progress.
 - ▶ **Fourth Nine Weeks**
 - ▶ Reassess AIM students to update assessment results and provide an accurate level for beginning the next school year.
-

Developing Number Concepts Books!



New Stations Cards!!

- ▶ New station cards have been developed by the curriculum department to support the Tier II students while using activities from the Developing Number Concept Books!
- ▶ These stations cards have been linked to the planner. 😊
 - ▶ <https://ec.pisd.edu/Default.aspx>
 - ▶ Mathematics
 - Your grade level
 - Instructional Support
 - ▶ Developing Number Concepts



How do we gather materials for these activity cards?

- ▶ Developing Number Concepts Activity Cards from Didax.
- ▶ Didax (www.didax.com) (1-800-350-2345).
 - ▶ 2-151E 619 Cards for Book 1 \$150.00
 - ▶ 2-152E 427 Cards for Book 2 \$110.00
 - ▶ 2-153E 311 Cards for Book 3 \$ 90.00
- ▶ Use the **Black Line Masters** out of the back of the Developing Number Concepts books.

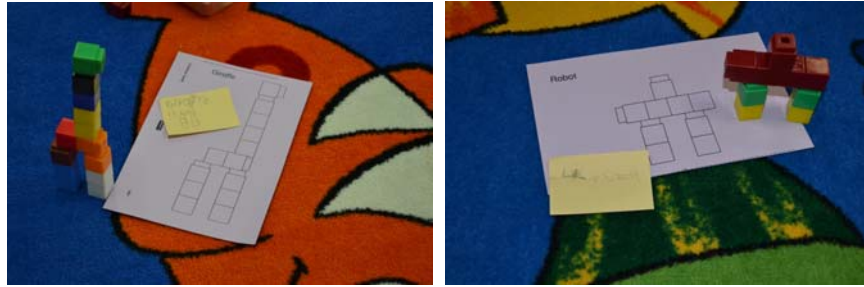


How to implement station cards in the classroom...

- ▶ Prepare and organize your materials ahead of time.
 - ▶ You'll only need to do this once. 😊
- ▶ These stations need to be taught to the students first!
 - ▶ They may need some guidance with some stations while they are playing, too.
- ▶ They are engaging and will meet the needs of your Tier II students and beyond.
 - ▶ Stations can be used for several weeks.



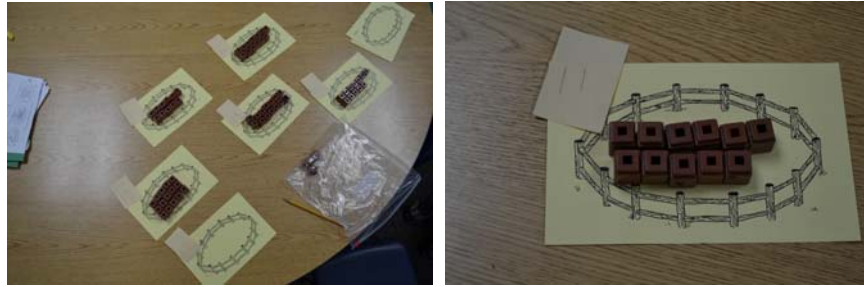
Kindergarten “Creation Station”



More “Creation Station”



“Counting Boards: Level 4”



Let's Try Out the New Station Cards!

- ▶ **Kindergarten Stations**
 - ▶ Counting Boards: Changing Numbers
 - ▶ Comparing Numbers
- ▶ **First Grade Stations**
 - ▶ Counting Boards: Addition & Subtraction Sentences
 - ▶ Build A Staircase



Questions?



Door Prize!

- ▶ Today's door prize winner will receive a set of the new station cards in color on cardstock and a set of 2x3 pieces of paper!
- ▶ Good Luck!



Mathematics Tier II / AIM Timeline

First Nine Weeks

- Administer the MAP Assessment and identify students needing Tier II intervention.

Second Nine Weeks

- Assess each AIM student using the Assessing Math Concepts Assessment(s) to determine the intervention instructional targets.
- Use prescribed intervention activities from the *Developing Number Concepts* series.
- Monitor student progress.

Third Nine Weeks

- Reassess AIM students to update assessment results.
- Continue to use intervention activities and monitor student progress.

Fourth Nine Weeks

- Reassess AIM students to update assessment results and provide an accurate level for beginning the next school year.
- Continue to use intervention activities and monitor student progress.

Overview of AMC Assessments

COUNTING

Concept 1: Counting Objects / Assessment 1: Counting Objects

- Can the children use counting confidently and accurately to find out how many?
- Can they count out a particular amount?
- Do they know one more and one less without counting?

NUMBER RELATIONSHIPS

Concept 2: Beginning Number Relationships / Assessment 2: Changing Numbers

- Can the children use the relationships between numbers to add or take away the appropriate group of objects to change one number into another?
- Do they know particular relationships between numbers?

Concept 3: Comparing Numbers / Assessment 3: More/Less Trains

- Can the children use what they know about one quantity to determine another?
- Can they tell how many more or less one number is than another?

ADDITION AND SUBTRACTION TO 20

Concept 4: Identifying and Combining Parts / Assessment 4: Number Arrangements

- Can the children recognize small groups without counting?
- Can they recognize and describe the parts of numbers in arrangements?

Concept 5: Number Combinations / Assessment 5: Combination Trains

- Can they use what they know about one combination to figure out a related combination?
- Can they combine parts to 10 without counting?
- Can they combine parts to 20 without counting?

Concept 6: Decomposing Numbers to 10 / Assessment 6: Hiding Assessment

- Can they tell the missing part of a number (subtraction) without having to figure it out?

Concept 7: One Ten and Some More / Assessment 7: Ten Frames

- Can they tell how many are needed to make the next ten?
- Can they combine 2 single digit numbers to form a ten and leftovers?
- Can they subtract a single digit number from a teen number by breaking up a ten?

PLACE VALUE: NUMBER COMPOSITION AND DECOMPOSITION TO 100

Concept 8: Numbers as Tens and Ones / Assessment 8: Grouping Tens

- Can they tell the total amount of a group of objects if they know the number of tens and ones?
- Can they add ten more without counting?
- Can they take ten away without counting?

Concept 9: Combining and Separating Tens and Ones / Assessment 9: Two-Digit Addition & Subtraction

- Can they combine quantities by forming new tens when necessary?
- Can they subtract from groups of tens and ones efficiently using relationships?

KINDERGARTEN by the end of the year: part 1 of 1

Assessment	Below Grade Level	Basic	Proficient	Advanced
Counting				
#1: Counting Objects Task 1: Counting a Pile	<ul style="list-style-type: none"> Unable to count a pile of 12 objects accurately 	<ul style="list-style-type: none"> Counts a pile of up to 12 objects Able to count up to 21 objects but not always accurate 	<ul style="list-style-type: none"> Counts a pile of objects of 21 or more with ease and accuracy 	<ul style="list-style-type: none"> Counts a variety of piles of up to 32 or more with ease and accuracy
Task 2: Counting Out a Quantity	<ul style="list-style-type: none"> Unable to count out a quantity of up to 9 objects 	<ul style="list-style-type: none"> Counts out a quantity of up to 9 objects 	<ul style="list-style-type: none"> Counts out a quantity of up to 18 objects 	<ul style="list-style-type: none"> Counts out quantities beyond 18 with ease and accuracy
Task 3: One More/One Less	<p>When presented numbers out of sequence:</p> <ul style="list-style-type: none"> Is unable to tell how many when 1 is added to numbers to 9 without counting 	<p>When presented numbers out of sequence:</p> <ul style="list-style-type: none"> Knows 1 more without counting for numbers to 9 and 1 less without counting for numbers 6 and less 	<p>When presented numbers out of sequence:</p> <ul style="list-style-type: none"> Knows 1 more without counting for numbers to 13 and 1 less without counting for numbers 9 and less 	<p>When presented numbers out of sequence:</p> <ul style="list-style-type: none"> Knows 1 more without counting for numbers to 22 or more and 1 less without counting for numbers from 22 and beyond
Number Relationships				
#2: Changing Numbers	<p>When working with numbers to 10:</p> <ul style="list-style-type: none"> Is unable to change one number to another; may make a new pile (instead of changing 7 to 9, makes a second pile of 9) or may add on a pile (adds 9 more to the pile of 7) 	<p>When working with numbers to 10:</p> <ul style="list-style-type: none"> Changes one number to another by counting all and adding one at a time or counting all and removing the extras 	<p>When working with numbers to 5:</p> <ul style="list-style-type: none"> Is able to change the number without counting all <p>When working with numbers to 10:</p> <ul style="list-style-type: none"> Changes one number to another by counting all and adding on or removing extras 	<p>When working with numbers to 10 or beyond:</p> <ul style="list-style-type: none"> Changes a number to another larger number by counting (adding) on; tells how many added with ease Changes a number to a smaller number by removing the extras; tells how many taken away with ease
Number Composition and Decomposition				
# 4: Number Arrangements	<ul style="list-style-type: none"> Counts all for numbers more than 2 or 3 	<ul style="list-style-type: none"> Recognizes some arrangements of groups of numbers to 5 instantly 	<ul style="list-style-type: none"> Recognizes groups of numbers to 5 instantly Can identify groups of 3 or 4 as part of larger group Knows number combinations to 4 or 5 	<ul style="list-style-type: none"> Recognizes groups of numbers to 5 instantly Can identify groups of 3 or 4 or 5 as part of larger group Knows number combinations to at least 6

FIRST GRADE by the end of the year: part 1 of 3

Assessment	Below Grade Level	Basic	Proficient	Advanced
Counting				
#1: Counting Objects Task 1: Counting a Pile	<ul style="list-style-type: none"> Not able to count up to 32 objects with accuracy 	<ul style="list-style-type: none"> Counts up to 32 objects, usually accurate 	<ul style="list-style-type: none"> Counts up to 50 objects with ease and accuracy in a variety of informal situations 	<ul style="list-style-type: none"> Counts up to 100 or more objects in a variety of informal situations
Task 2: Counting Out a Quantity	<ul style="list-style-type: none"> Not able to consistently count out a quantity of up to 18 objects 	<ul style="list-style-type: none"> Counts out a quantity of up to 18 objects with ease and accuracy 	<ul style="list-style-type: none"> Counts out quantities up to 50 or more in a variety of informal situations. 	<ul style="list-style-type: none"> Counts out quantities up to 100 or more in a variety of informal situations
Task 3: One More/One Less	<p>When presented numbers out of sequence:</p> <ul style="list-style-type: none"> Does not know 1 more without counting for numbers to 22 and 1 less without counting for numbers 9 and less 	<p>When presented numbers out of sequence:</p> <ul style="list-style-type: none"> Knows 1 more without counting for numbers to 22 and 1 less for numbers from 9 	<p>When presented numbers out of sequence:</p> <ul style="list-style-type: none"> Knows 1 more without counting for numbers to 22 and 1 less for numbers from 22 Knows 1 more for numbers over the 10s to 99 (e.g. 1 more than 49 is 50) Identifies 1 less over the 10's (e.g. 1 less than 50 is 49) for some numbers to 99 with effort 	<p>When presented numbers out of sequence:</p> <ul style="list-style-type: none"> Knows 1 more without counting for numbers to 22 or more and 1 less for numbers from 22 and beyond Knows 1 more for numbers over the 10s to 99 (e.g. 1 more than 49 is 50) Knows 1 less over the 10's for numbers to 99. (e.g. 1 less than 50 is 49) Knows 1 more and 1 less for numbers to 100 and beyond
Number Relationships				
#2: Changing Numbers	<p>When working with numbers to 10:</p> <ul style="list-style-type: none"> Changes one number to another by counting all and adding one at a time or removing extras 	<p>When working with numbers to 10:</p> <ul style="list-style-type: none"> Changes a number to another larger number by counting (adding) on; figures out how many added Changes a number to a smaller number by removing the extras; figures out how many taken away 	<p>When working with numbers to 10:</p> <ul style="list-style-type: none"> Changes a number to another larger number by counting (adding) on; tells how many added with ease Changes a number to a smaller number by removing the extras; tells how many taken away with ease <p>When working with numbers to 20:</p> <ul style="list-style-type: none"> Changes a number to another larger number by counting all and adding on one at a time; may not know how many added Changes a number to a smaller number by counting all and removing the extras; may not know how many taken away 	<p>When working with numbers to 10:</p> <ul style="list-style-type: none"> Tells how many needed to add or take away when changing one number to another <p>When working with numbers to 20:</p> <ul style="list-style-type: none"> Changes a number to another larger number by counting all and adding on one at a time; tells how many added Changes a number to a smaller number by counting all and removing the extras; tells how many taken away

FIRST GRADE by the end of the year: part 2 of 3

Assessment	Below Grade Level	Basic	Proficient	Advanced
Comparing Numbers				
#3 More/Less Trains	<p>When Working With Numbers To 12: When the groups are lined up:</p> <ul style="list-style-type: none"> When asked, “How many more?” or “How many extras?” tells the amount in the larger group with accuracy 	<p>When Working With Numbers To 12: When the groups are lined up:</p> <ul style="list-style-type: none"> Tells how many more for differences up to 3 with ease; figures out for larger differences May not be able to interpret the language of “How many more?” or “How many less?” If so, can respond correctly if asked “How many extras?” or “How can we make this one the same as that one?” <p>When the groups are not lined up:</p> <ul style="list-style-type: none"> Tells how many in the group with more or is unable to figure out the correct answer 	<p>When Working With Numbers To 12: When the groups are lined up:</p> <ul style="list-style-type: none"> Knows how many more for differences up to 3; figures out for larger differences Can tell how many less for differences of 1 or 2; figures out for larger differences <p>When the groups are not lined up:</p> <ul style="list-style-type: none"> Can figure out how many more and how many less for any difference by using a model 	<p>When Working With Numbers To 12 Or More:</p> <p>When the groups are lined up:</p> <ul style="list-style-type: none"> Knows how many more and how many less for any difference <p>When the groups are not lined up:</p> <ul style="list-style-type: none"> Knows some differences; can figure out how many more and how many less for any unknown difference
Number Composition and Decomposition				
#4 Number Arrangements	<p>When working with number arrangements:</p> <ul style="list-style-type: none"> Can identify groups of 3 or 4 as part of a larger group but counts all to determine the total 	<p>When working with number arrangements:</p> <ul style="list-style-type: none"> Recognizes groups of numbers to 5 instantly Can identify groups of 3 or 4 as part of larger group Knows number combinations to 4 or 5 	<p>When working with number arrangements:</p> <ul style="list-style-type: none"> Combines numbers to 7 without counting Combines numbers to 10 by counting on or using a related combination 	<p>When working with number arrangements:</p> <ul style="list-style-type: none"> Knows number combinations to 10
#5 Combination Trains	<ul style="list-style-type: none"> Counts all for number combinations totaling 5 or more 	<ul style="list-style-type: none"> Knows number combinations to 5 Counts all or counts on for larger combinations 	<ul style="list-style-type: none"> Knows number combinations to 6 and doubles to 10 Counts on or uses a related combination for combinations to 20 	<ul style="list-style-type: none"> Knows number combinations to 10 Uses a related combination for combinations to 20 for any combinations not known
#6 The Hiding Assessment	<ul style="list-style-type: none"> Unable to identify the missing parts of 5 instantly 	<ul style="list-style-type: none"> Identifies all the missing parts instantly for groups of 4 and 5 Figures out the missing part for numbers to 7 with ease and for numbers to 10 with some difficulty 	<ul style="list-style-type: none"> Identifies the missing part instantly for numbers to 6 Figures out the missing part for numbers to 10 with ease 	<ul style="list-style-type: none"> Knows missing parts for numbers to at least 10

FIRST GRADE by the end of the year: part 3 of 3

Assessment	Below Grade Level	Basic	Proficient	Advanced
Numbers as Tens and Ones				
<p>#7 Ten Frames Part One: Addition Using Ten Frames</p>	<p>When presented with ten frames:</p> <ul style="list-style-type: none"> Does not use 10s and 1s; combines 2 single digit numbers totaling more than 10 without regard for grouping into 10s Counts to combine ten and some more. (e.g. counts to find out the answer to $10 + 5$) 	<p>When presented with ten frames:</p> <ul style="list-style-type: none"> Does not use 10s and 1s; combines 2 single digit numbers totaling more than 10 without regard for grouping into 10s Combines ten and some more without counting. (e.g. knows 10 and 5 is 15) 	<p>When presented with ten frames:</p> <ul style="list-style-type: none"> Combines 2 single digit numbers totaling more than 10 by organizing them into one ten and figuring out the number of leftovers. Combines the ten and leftovers without counting. (e.g. knows 10 and 5 is 15) 	<p>With and without ten frames available:</p> <ul style="list-style-type: none"> Combines 2 single digit numbers totaling more than 10 by mentally organizing them into one ten and leftovers and telling how many all together using known combinations Able to see connections to larger numbers (if $8 + 7$ is 15, then $18 + 7$ must be 25)
<p>#7 Ten Frames Part Two: Subtraction Using Ten Frames</p>	<p>When presented with ten frames:</p> <ul style="list-style-type: none"> Uses the ten frame to figure out how many left when subtracting a number from 10 and some more 	<p>When presented with ten frames:</p> <ul style="list-style-type: none"> Figures out how many left when subtracting a number from 10 and some more. May need a model 	<p>When presented with ten frames:</p> <ul style="list-style-type: none"> Figures out how many left when subtracting a number from 10 and some more using known combinations. 	<p>With and without ten frames available:</p> <ul style="list-style-type: none"> Breaks ten apart to subtract mentally with ease Able to see connections to larger numbers (if $13 - 6$ is 7, then $23 - 6$ must be 17) Breaks apart 10 to subtract from 2 and/or 3 digit numbers
<p>#8 Grouping Tens</p>	<p>When working with numbers to 99 that are grouped into tens and leftovers:</p> <ul style="list-style-type: none"> Unable to tell the number of tens and ones Counts all to determine the total 	<p>When working with numbers to 99 that are grouped into tens and leftovers:</p> <ul style="list-style-type: none"> Counts by ones (or twos) to determine the total 	<p>When working with numbers to 99 that are grouped into tens and leftovers:</p> <ul style="list-style-type: none"> Counts by tens to determine the total Counts to add or subtract 10 from a number 	<p>When working with numbers to 99 that are grouped into tens and leftovers:</p> <ul style="list-style-type: none"> Knows total quantity instantly when the number of tens and ones is known for numbers to 99 Adds 10 or subtracts 10 without counting

SECOND GRADE by the end of the year: part 1 of 3

Assessment	Below Grade Level	Basic	Proficient	Advanced
Number Composition and Decomposition (Basic Facts to 20)				
#5 Combination Trains	<ul style="list-style-type: none"> Does not know number combinations to 7 Counts all or counts on for most combinations. 	<ul style="list-style-type: none"> Knows number combinations to 7 and doubles to 10 Counts on or uses a related combination for combinations to 20 	<ul style="list-style-type: none"> Knows number combinations to 10 Combines numbers to 20 by using doubles + or - 1 and/or by organizing numbers into 1 ten and leftovers 	<ul style="list-style-type: none"> Knows number combinations to 20
#6 The Hiding Assessment	<ul style="list-style-type: none"> Does not know the missing number for parts of numbers to 6 	<ul style="list-style-type: none"> Knows the missing number for parts of numbers to 7 or 8 and most of parts of 10. Figures out unknown parts of numbers to 10 with ease 	<ul style="list-style-type: none"> Knows the missing number for parts of numbers through 10 	<ul style="list-style-type: none"> Knows the missing number for parts of numbers through 10 Uses knowledge of parts of numbers to 10 to solve problems, some of which use numbers larger than 10
Comparing Numbers				
#3 More/Less Trains	<p>When working with numbers to 12: When the groups are lined up:</p> <ul style="list-style-type: none"> May not be able to interpret the language of “How many more?” or “How many less?” If so, may be able to respond correctly if asked “How many extras?” or “How can we make this one the same as that one?” <p>When the groups are not lined up:</p> <ul style="list-style-type: none"> Tells how many in the group with more or is sometimes unable to figure out the correct answer 	<p>When working with numbers to 12: When the groups are lined up:</p> <ul style="list-style-type: none"> Can quickly tell how many more for differences up to 3; figures out for larger differences Can tell how many less for differences of 1 or 2; figures out for larger differences <p>When the groups are not lined up:</p> <ul style="list-style-type: none"> Can figure out how many more and how many less for any difference 	<p>When working with numbers to 12: When the groups are lined up:</p> <ul style="list-style-type: none"> Knows how many more and how many less for any difference <p>When the groups are not lined up:</p> <ul style="list-style-type: none"> Knows some differences; can figure out how many more and how many less for any unknown difference <p>When presented word problems which ask for the difference:</p> <ul style="list-style-type: none"> Knows or can figure out the difference <p>When working with numbers beyond 12 in informal situations when the groups are not lined up:</p> <ul style="list-style-type: none"> Can figure out differences using models 	<p>When working with numbers to 12: When the groups are lined up:</p> <ul style="list-style-type: none"> Knows how many more and how many less for any difference <p>When working with numbers to 100 in many informal situations (including word problems asking for the difference):</p> <ul style="list-style-type: none"> Knows some differences and can figure out any unknown differences

SECOND GRADE by the end of the year: part 2 of 3

Assessment	Below Grade Level	Basic	Proficient	Advanced
Numbers as Tens and Ones				
#7 Ten Frames Part One: Addition Using Ten Frames	When presented with ten frames: <ul style="list-style-type: none"> Does not use 10s and 1s; combines 2 single digit numbers totaling more than 10 without regard for grouping into a 10 and leftovers May be able to combine ten and some more without counting. (e.g. knows 10 and 5 is 15) 	When presented with ten frames: <ul style="list-style-type: none"> Combines 2 single digit quantities totaling more than 10 by organizing them into one ten and figuring out the number of leftovers. Combines the ten and leftovers without counting. (e.g. knows 10 and 5 is 15) 	With and without ten frames available: <ul style="list-style-type: none"> Combines 2 single digit quantities totaling more than 10 by mentally organizing them into one ten and leftovers and telling how many all together using known combinations 	With and without ten frames available: <ul style="list-style-type: none"> Adds by organizing 2 single digit numbers totaling more than 10 into one ten and leftovers mentally with ease Able to see connections to larger numbers (if $7 + 8$ is 15, then $17 + 8$ must be 25) Organizes quantities into 10s and leftovers to add 2 and/or 3 digit numbers
#7 Ten Frames Part Two: Subtraction Using Ten Frames	When presented with ten frames: <ul style="list-style-type: none"> Uses the ten frame to figure out how many left when subtracting a number from 10 and some more 	When presented with ten frames: <ul style="list-style-type: none"> Figures out how many left when subtracting a number from 10 and some more. May need a model 	When presented with ten frames: <ul style="list-style-type: none"> Figures out how many left when subtracting a number from 10 and some more using known combinations. 	With and without ten frames available: <ul style="list-style-type: none"> Breaks ten apart to subtract mentally with ease Able to see connections to larger numbers (if $13 - 6$ is 7, then $23 - 6$ must be 17) Breaks apart 10 to subtract from 2 and/or 3 digit numbers
#8 Grouping Tens	When working with numbers to 99 that are grouped into tens and leftovers: <ul style="list-style-type: none"> Counts by tens to determine the total Counts to add or subtract 10 from a number 	When working with numbers to 99 that are grouped into tens and leftovers: <ul style="list-style-type: none"> Knows total quantity instantly when the number of tens and ones is known. Counts to add or subtract 10 from a number 	When working with numbers to 99 that are grouped into tens and leftovers: <ul style="list-style-type: none"> knows total quantity instantly when the number of tens and ones is known. Adds 10 or subtracts 10 without counting Adds 20 or subtracts 20 without counting 	When working with numbers to 99 that are grouped into tens and leftovers: <ul style="list-style-type: none"> Knows total quantity instantly when the number of tens and ones is known for numbers to 99 Adds 10 or subtracts 10 without counting Adds 20 or subtracts 20 without counting Adds 12 without counting by breaking it up into 10 and 2

SECOND GRADE by the end of the year: part 3 of 3

Assessment	Below Grade Level	Basic	Proficient	Advanced
Numbers as Tens and Ones (cont.)				
<p>#9 Two-Digit Addition & Subtraction Part One: Adding Up Tens</p>	<ul style="list-style-type: none"> • Unable to add without a model and counts to get answers <p>Or</p> <ul style="list-style-type: none"> • Follows a memorized procedure without demonstrating understanding 	<ul style="list-style-type: none"> • Adds two-digit numbers by reorganizing the quantities into all the tens possible and determining the number of leftovers; combines the tens and ones instantly; needs to move the model for most problems 	<ul style="list-style-type: none"> • Mentally (with no model present) adds two digit numbers by reorganizing the quantities into all the tens possible and determining the number of leftovers; combines the tens and ones instantly 	<ul style="list-style-type: none"> • Mentally (with no model present) adds two digit numbers, • Knows more than one strategy and chooses a strategy that is efficient for the particular numbers
<p>#9 Two-Digit Addition & Subtraction Part Two: Breaking up Tens</p>	<ul style="list-style-type: none"> • Unable to subtract without a model and counts to get answers <p>Or</p> <ul style="list-style-type: none"> • Follows a memorized procedure without demonstrating understanding 	<ul style="list-style-type: none"> • Subtracts two digit numbers by breaking up a ten when necessary; need to move models to determine answers 	<ul style="list-style-type: none"> • Subtracts two digit numbers by breaking up a ten when necessary; may need models to aid thinking 	<ul style="list-style-type: none"> • Mentally (with no model present) subtracts two digit numbers • Knows more than one strategy and chooses a strategy that is efficient for the particular numbers