Name Date

1. Solve each problem with a written strategy such as a tape diagram, a number bond, the arrow way, the vertical form, or chips on a place value chart.

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| --- | --- | --- |
| 1. 220 + 30 = \_\_\_\_\_\_\_\_\_\_\_\_\_ | b. 200 + 380 = \_\_\_\_\_\_\_\_\_\_\_\_\_ | c. 450 + 210 = \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. 490 + 12 = \_\_\_\_\_\_\_\_\_\_\_\_\_ | e. \_\_\_\_\_\_\_\_\_\_\_\_\_ = 380 + 220 | f. 750 – 590 = \_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. Use the arrow way to solve.

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| --- | --- | --- |
| a.  +100 +\_\_\_\_\_  342 \_\_\_\_\_\_\_ 542 | b.  –\_\_\_\_\_ –\_\_\_\_\_\_  600 500 490 | c.    +100 +10  \_\_\_\_ \_\_\_\_ 768 |
| d.  542 + 207 = \_\_\_\_\_\_\_\_\_\_ | e.  430 + 361 = \_\_\_\_\_\_\_\_\_\_ | f.  660 – 190 = \_\_\_\_\_\_\_\_\_\_ |

1. Solve each by drawing a model of a place value chart with chips and using the vertical form.

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| --- | --- |
| a.  328 + 259 = \_\_\_\_\_\_\_\_ | b.  575 + 345 = \_\_\_\_\_\_\_\_ |

Circle *True* or *False* for each number sentence. Explain your thinking using pictures, words, or numbers.

|  |  |
| --- | --- |
| c.  466 + 244 = 600 + 100  *True / False* | d.  690 + 179 = 700 + 169  *True / False* |

|  |  |
| --- | --- |
| e.  398 + 6 = 400 + 5  *True / False* | f.  724 – 298 = 722 – 300  *True / False* |

1. Solve each problem with two written strategies such as a tape diagram, a number bond, the arrow way, the vertical form, or chips on a place value chart.

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| --- | --- |
| 1. 299 + 436 = \_\_\_\_\_\_\_ |  |
| 1. 470 + 390 = \_\_\_\_\_\_\_ |  |
| 1. 268 + 122 = \_\_\_\_\_\_\_ |  |
| 1. 330 – 190 = \_\_\_\_\_\_\_ |  |

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| Mid-Module Assessment Task Standard Addressed | Topics A–B |
| Use place value understanding and properties of operations to add and subtract.  **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.  **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.  **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) | |

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 Assessed | 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.NBT.7  2.NBT.8 | The student provides one to two correct answers with correct strategies *or* provides up to six correct answers with no suggested strategies. | The student answers three to four parts correctly by using suggested strategies. | The student solves five out of six parts correctly by using suggested strategies. | The student correctly shows a strategy to solve:   1. 250 2. 580 3. 660 4. 502 5. 600 6. 160 |
| **2**  2.NBT.7  2.NBT.8 | The student solves one to two out of six parts correctly by using the arrow way *or* solves all six parts correctly, but does not use the arrow way. | The student solves three to four out of six parts correctly by using the arrow way *or* provides a correct answer for up to six parts, but only uses the arrow way for three parts. | The student solves five out of six parts correctly by using the arrow way. | The student correctly models the arrow way and solves to find:   1. 442, +100 2. -100, -10 3. 658, 758 4. 749 5. 791 6. 470 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3**  2.NBT.7  **2.NBT.9** | The student solves one or two out of six parts correctly with or without a chip model and with or without providing a written explanation. | The student attempts to use a chip model to answer Parts (a) and (b), but arrives at an incorrect answer, *and* the student shows no explanation for Parts (c), (d), (e), and (f), but correctly answers true or false. *Or* the student provides some explanation for Parts (c), (d), (e), and (f), but the explanation is incorrect. | The student solves five out of six parts correctly by using a chip model for Parts (a) and (b) or explaining using pictures, words, or numbers for Parts (c), (d), (e), and (f). | The student correctly:   * Models with place value chips and the vertical form to solve:  1. 587 2. 920  * Explains using pictures, words, or numbers to solve:  1. False 2. True 3. False 4. False |
| **4**  2.NBT.7  2.NBT.8  2.NBT.9 | The student solves one problem correctly with or without a written strategy. | The student solves two problems correctly by using a strategy correctly, *or* the student solves two or more problems correctly without any strategies shown. | The student solves all four problems correctly and shows six to seven correct strategies, *or* the student solves three out of the four problems correctly with six correct strategies. | The student correctly uses two different strategies to solve:   1. 735 2. 860 3. 390 4. 140 |







