

Elementary - **Priority Standards, Level of Rigour**, Scaffolding, **Variety of Evidence Items**, Drives Instructional Planning, Directions, **Constructed Response**, Scoring Guide

In the example to the right, the priority standard is listed in its entirety for easy reference, as well as tagged in each section. The items in this section address a portion of the addition section of the standard in an appropriate manner for the grade level. By itself, however, this section does not address either the necessary rigour or variety of evidence needed to accurately assess student understanding of the standard.

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.

Find the sum of the following addition problems.
Show Your Work!! (NBT.5) 1 pt. each

$$\begin{array}{r} 1. \quad 78 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 55 \\ + 39 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 47 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 58 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 16 \\ + 75 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 34 \\ + 15 \\ \hline \end{array}$$

Elementary - **Priority Standards, Level of Rigour, Formatting, Scaffolding, Variety of Evidence Items, Drives Instructional Planning, Directions,** Constructed Response, Scoring Guide

In this image, the standard is again stated in its entirety. The types of questions now being asked push the level of rigour to an appropriate level, and broaden the variety of evidence items to a level that facilitates further instructional planning by helping the instructor determine the point at which student performance breaks down. Directions are clearly and concisely stated.

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.

Draw the following equations using base ten blocks. 1 pt.

$$46+18=64$$

Hundreds	Tens	Ones

Do you have to regroup? 1pt.
YES NO

Explain why you did or did not have to regroup.
1pt.

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Viewing this image, we see that the directions use language and present tasks that students are already familiar with. Students are expected to demonstrate their understanding in constructed response items requiring multiple strategies (i.e. drawings and equations using symbols for unknowns, as stated in the standard). The scoring guide is shown at the bottom, for reference by both student and teacher.

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word 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.

Mr. Tom class collected 22 cans of food for the food drive. Mrs. Steel's class collected 59 cans of food for the food drive. How many books did the two classes collect all together? Solve using at least two different strategies. Show your work. NBT.5 & 2.OA.1 (3 pts.)

$\begin{array}{r} \underline{\hspace{1cm}} + \\ \underline{\hspace{1cm}} = \end{array}$	
Strategy #1	Strategy #2

Scoring Chart 3 points/answer: 1 point for strategy #1, 1 point for strategy #2, 1 point for correct answer _____ total points