## CRA Assessment Template

### Big Idea/ Focus:
**Adding and Subtracting within 100 *** Third Term (January)**

### High Leverage Concept: 3-digit addition and subtraction

### Planning

| What standards will the assessment address? | **CCSS.Math.Content.2.OA.A.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.1  
**CCSS.Math.Content.2.NBT.B.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. |
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### Expectations

| What do you think students already know about this topic? | **Use place value understanding and properties of operations to add and subtract.**  
**CCSS.Math.Content.1.NBT.C.4**  
Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  
**Represent and solve problems involving addition and subtraction.**  
**CCSS.Math.Content.1.OA.A.1**  
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1 |
| --- | --- |

| What kind of models do you expect the students to use? | Number lines, part-part-total, composition/decomposition. Compensation, counting |
Where might they have difficulty?  
- Reading and understanding the problem
- Relying on key words to solve the problem
- Accuracy
- Fluency with basic +/- facts

**Administering the Assessment**

How will you administer the assessment? (Student choice or teacher choice for starting station? Moving individually? Rotating groups? Whole class?)

**Concrete Station**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Rachel has 104 fewer stickers than Alexis. Rachel has 123 stickers. How many stickers does Alexis have?</th>
</tr>
</thead>
</table>
| Materials | • Base Ten Blocks  
• Unfix Cubes  
• Counters  
• Number lines  
• Digi Blocks |
| How will you record student work? | They will record their work using manipulatives on their paper. Teacher will take a picture of student model and also take notes on their assessment document. |

**Representational Station**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Eden has 115 more dinosaur toys than Michael. Eden has 351 dinosaur toys. How many dinosaur toys does Michael have?</th>
</tr>
</thead>
</table>
| Materials | • Pencil  
• Paper/Assessment Document |
| How will you record student work? | Students will draw their representation onto their assessment document in the representation box. |

**Abstract Station**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Tommy has 603 more red Legos than blue Legos. Tommy has 124 blue Legos. How many red Legos does Tommy have?</th>
</tr>
</thead>
</table>
| Materials | • Paper/assessment document  
• Pencil |
| How will you record student work? | Students will record their work in the Abstract box on the assessment document. |

**Analyzing the Assessment**

**Sorting categories**

When sorting the student work by models, strategies, or algorithms, what patterns do you find?

Sort Pile 1
Sort Pile 2

Sort Pile 3

Question Pile

What questions did you have about samples that were difficult to understand?

What if any common misconceptions appeared in the work?

Did students show any indicators of cognitive difficulties such as memory difficulties, attention challenges or anxiety? If so, who and what were the indicators?

Anything else discovered with this assessment?
Rachel has 104 fewer stickers than Alexis. Rachel has 123 stickers. How many stickers does Alexis have?
Eden has 115 more dinosaur toys than Michael. Eden has 351 dinosaur toys. How many dinosaur toys does Michael have?
Directions: Solve the problem using numbers and symbols.

Tommy has 603 more red Legos than blue Legos. Tommy has 124 blue Legos. How many red Legos does Tommy have?