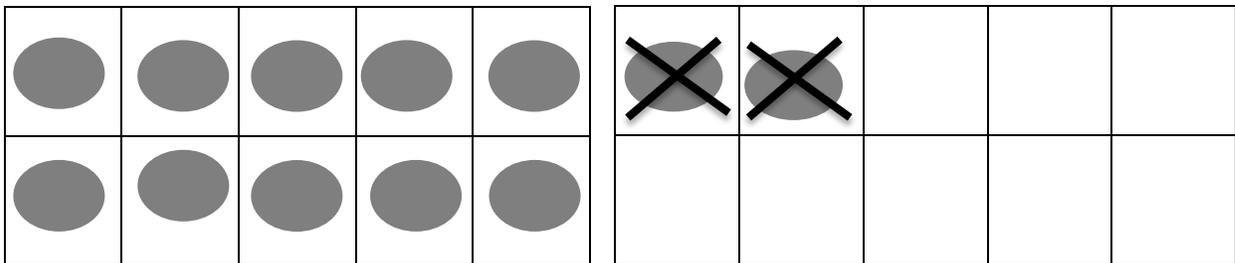Name: Date:

Performance Task Unit 3: Addition and Subtraction Strategies Part 2

1. Max had 15 popsicles. Some melted. Now he only has 8 popsicles. Write a subtraction sentence that shows how many popsicles melted.

2. Jenny ran 8 miles on Monday and 6 miles on Tuesday. How many miles did Jenny run? Use the make a ten strategy to show how many miles Jenny ran.

3. Brandi had 12 pieces of candy. She gave 5 pieces of candy to her teacher. Brandi wants to know how much candy she has. She made the model below to help her solve the problem. Please cross out the counters to finish the model she started.
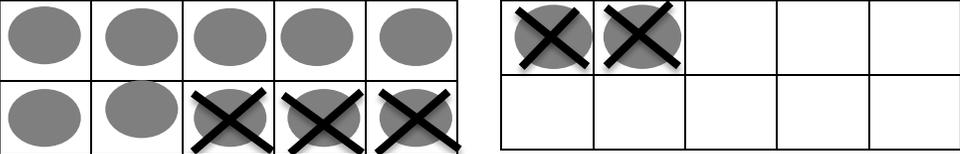
4. Show how you can break apart the 12 to subtract 5.

Performance Task Unit 3: Rubric

Performance Criteria	Possible Points	Notes
1. Max had 15 popsicles. Some melted. Now he only has 8 popsicles. Write a subtraction sentence that shows how many popsicles melted. Possible Answer: $15 - 7 = 8$ 1 point for correct answer. 1 point for correct number sentence.	2 points	
2. Jenny ran 8 miles on Monday and 6 miles on Tuesday. How many miles did Jenny run? Use the make a ten strategy show how many miles Jenny ran. Possible Answer: Students should show taking 2 from the 6 to add to the 8 to make ten. $8 + 2 = 10$. Then add the remaining 4 to the 10. $10 + 4 = 14$. 1 point for correct answer. 1 point for correct model of making a ten.	2 points	
3. Brandi had 12 pieces of candy. She gave 5 pieces of candy to her teacher. Brandi wants to know how much candy she has. She made the model below to help her solve the problem. Please cross out the counters to finish the model she started. Answer: 1 point for crossing out three counters.	1 point	
4. Show how you can break apart the 12 to subtract 5. Answer: $12 - 2 = 10$ $10 - 3 = 7$ Students should model that they can break apart the 5 into 2 and 3. By subtracting the 2 first the student has made a ten. Then they subtract the 3 to arrive at their answer of 7. 1 point for correctly modeling the break apart strategy. 1 point for the correct answer.	2 points	
Total Points Earned:		