

**SOAR Summary Addition and Subtraction**  
**Grade 1: Year End, One-Digit Addends**

	<b>Tier I Intervention</b>	<b>Tier II Intervention</b> <i>(In Addition to Classroom Instruction)</i>	<b>Tier III Intervention</b> <i>(In Addition to Classroom Instruction)</i>
<b>Makes Sense</b>	<ul style="list-style-type: none"> <li>Determines what needs to be done to solve for the unknown in the following:               <ul style="list-style-type: none"> <li>Addition situations with an unknown whole.</li> <li>Subtraction situations with an unknown part.</li> <li>Addition situations with an unknown part in the change position.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Determines what needs to be done to solve for the unknown in the following:               <ul style="list-style-type: none"> <li>Addition situations with an unknown whole.</li> <li>Subtraction situations with an unknown part.</li> </ul> </li> <li>Unable to determine what needs to be done to solve addition situations with an unknown part in the change position.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to determine what needs to be done to solve for the unknown in addition or subtraction situations.</li> <li>Does not recognize words such as altogether, difference, some, part of, or how many are left.</li> </ul>
<b>Creates Representations</b>	<ul style="list-style-type: none"> <li>Shows situations in multiple ways:               <ul style="list-style-type: none"> <li>Manipulatives</li> <li>Part-Part-Whole Map</li> <li>Drawing/Diagram</li> <li>Hundreds Chart</li> <li>Number Line</li> </ul> </li> <li>Uses representations flexibly to make sense of the mathematics of and/or solve situations.</li> </ul>	<ul style="list-style-type: none"> <li>Shows similar situations using the same type of representation.</li> <li>Attempts to use different representations when situations change.</li> <li>Misuses a representation (<i>e.g., counts the numbers instead of the spaces on a number line</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Shows situations using only one type of representation.</li> <li>Does not change representation type when situation changes results in an incorrect solution or does not consistently use representations which results in an incorrect solution.</li> <li>Records numbers but not equations</li> </ul>
<b>Uses Reliable Strategies</b>	<ul style="list-style-type: none"> <li>Uses several problem-solving strategies:               <ul style="list-style-type: none"> <li>Counts All</li> <li>Counts On</li> <li>Counts On from Bigger</li> <li>Counts Back</li> <li>Knows facts from memory.</li> <li>Uses a known fact or easier to solve equation and adjusts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Uses the “counts all” strategy to solve addition and subtraction situations (<i>e.g., for subtraction situations, the student uses “counts all” to count the whole, count the part and take it away, and then count the part remaining</i>).</li> <li>Misuses another problem-solving strategy (<i>e.g., counts on from a number but begins counting at the starting number, resulting in an amount 1 more than it is supposed to be</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Does not have a reliable means of solving word problems.</li> </ul>
<b>Provides Explanations</b>	<ul style="list-style-type: none"> <li>Writes and solves addition and/or subtraction equations to represent situations (listed above).</li> <li>Identifies the meaning of the numbers in relationship to the context.</li> <li>Explains the equation and the operation in the context of the word problem.</li> </ul>	<ul style="list-style-type: none"> <li>Writes and solves addition equations for addition situations with an unknown whole.</li> <li>Writes and solves addition and/or subtraction equations for subtraction situations with an unknown difference.</li> <li>Provides explanations that include repeating rules or “fact families” (<i>e.g., references numbers and an operation without tending to what is happening in the context</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Does not write an equation.</li> <li>Does not write an accurate equation.</li> <li>Unable to explain the meaning of the numbers in relationship to the context.</li> </ul>

**SOAR Survey Summary Addition and Subtraction**  
**Grade 2: Year End, Two-Digit Addends**

	<b>Tier I Intervention</b>	<b>Tier II Intervention</b> <i>(In Addition to Classroom Instruction)</i>	<b>Tier III Intervention</b> <i>(In Addition to Classroom Instruction)</i>
<b>Makes Sense</b>	<ul style="list-style-type: none"> <li>Determines what needs to be done to solve for the unknown in all types of addition and subtraction situations.</li> <li>Determines what needs to be done to solve for the unknown difference in compare situations.</li> </ul>	<ul style="list-style-type: none"> <li>Determines what needs to be done to solve for the unknown in all types of addition and subtraction situations.</li> <li>Unable to determine what needs to be done to solve for the unknown difference in compare situations.</li> </ul>	<ul style="list-style-type: none"> <li>Determines what needs to be done to solve for the unknown in               <ul style="list-style-type: none"> <li>Addition situations with an unknown whole.</li> <li>Subtraction situations with an unknown in part.</li> </ul> </li> <li>Unable to determine what needs to be done to solve addition situations with an unknown part in the change position.</li> <li>Unable to determine what needs to be done to solve for the unknown difference in compare situations.</li> </ul>
<b>Creates Representations</b>	<ul style="list-style-type: none"> <li>Shows situations in multiple ways:               <ul style="list-style-type: none"> <li>Manipulatives (single units or base-ten blocks)</li> <li>Part-Part-Whole Map</li> <li>Drawing/Diagram</li> <li>Hundreds Chart</li> <li>Number Line or Open Number Line</li> </ul> </li> <li>Uses representations flexibly to make sense of the mathematics of and/or solve situations.</li> </ul>	<ul style="list-style-type: none"> <li>Shows addition situations using the same type of representation.</li> <li>Shows subtraction situations using the same type of representation.</li> <li>Represents two-digit quantities with single units (<i>e.g., 22 as 22 ones rather than 2 tens and 2 ones</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Shows addition situations using the same type of representation.</li> <li>Shows subtraction situations using the same type of representation.</li> <li>Makes errors in representing situations when quantities are greater than 20, but not when quantities are within 20.</li> <li>Misuses a representation (<i>e.g., counts the numbers instead of the spaces on a number line</i>).</li> </ul>
<b>Uses Reliable Strategies</b>	<ul style="list-style-type: none"> <li>Uses several problem-solving strategies based on place value to work with two-digit numbers:               <ul style="list-style-type: none"> <li>Decomposes and recomposes amounts to make easier to work with numbers.</li> <li>Rounds to make it easier to work with numbers and adjust results (compensation).</li> <li>Uses known facts to combine tens and ones (may make use of the standard algorithm, may/may not articulate place value understanding).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use problem-solving strategies that do not require an understanding of place value or magnitude which may result in an inaccurate solution when working with two-digit numbers:               <ul style="list-style-type: none"> <li>Counts All</li> <li>Counts On and/or Counts On from Bigger</li> <li>Counts Back</li> </ul> </li> <li>Uses problem-solving strategies listed above when working with quantities within 20 and arrives at accurate solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the “counts all” strategy to solve addition and subtraction situations (<i>e.g., for subtraction situations, the student uses “counts all” to count the whole, count the part and take it away, and then count the part remaining</i>).</li> <li>Misuses another problem-solving strategy (<i>e.g., counts on from a number but begins counting at the starting number, resulting in an amount 1 more than it is supposed to be</i>).</li> </ul>
<b>Provides Explanations</b>	<ul style="list-style-type: none"> <li>Writes and solves addition and/or subtraction equations to represent situations (listed above).</li> <li>Identifies meaning of the numbers:               <ul style="list-style-type: none"> <li>whole or part, in addition and subtraction situations.</li> <li>quantity of each set and difference, in compare situations.</li> </ul> </li> <li>Explains the equation and the operation in the context of the word problem.</li> </ul>	<ul style="list-style-type: none"> <li>Writes and solves addition equations for addition situations with an unknown whole or an unknown part.</li> <li>Writes and solves addition and/or subtraction equations for subtraction situations with an unknown difference.</li> <li>Identifies which numbers represent the whole and the parts in addition and subtraction situations.</li> </ul>	<ul style="list-style-type: none"> <li>Writes and solves addition equations for addition situations with an unknown whole.</li> <li>Writes and solves addition and/or subtraction equations for subtraction situations with an unknown difference.</li> <li>Provides explanations that include repeating rules or “fact families” (<i>e.g., references numbers and an operation without tending to what is happening in the context</i>).</li> </ul>

**SOAR Survey Summary Addition and Subtraction**  
**Grade 3: Year End, Three-Digit Addends**

	<b>Tier I Intervention</b>	<b>Tier II Intervention</b> <i>(In Addition to Classroom Instruction)</i>	<b>Tier III Intervention</b> <i>(In Addition to Classroom Instruction)</i>
<b>Makes Sense</b>	<ul style="list-style-type: none"> <li>Determines what needs to be done to solve for the unknown in all types of addition and subtraction situations.</li> <li>Determines what needs to be done to solve for the unknown difference in compare situations.</li> </ul>	<ul style="list-style-type: none"> <li>Determines what needs to be done to solve for the unknown in all types of addition and subtraction situations.</li> <li>Unable to determine what needs to be done to solve for the unknown difference in compare situations.</li> </ul>	<ul style="list-style-type: none"> <li>Determines what needs to be done to solve for the unknown in               <ul style="list-style-type: none"> <li>Addition situations with an unknown whole.</li> <li>Subtraction situations with an unknown in part.</li> </ul> </li> <li>Unable to determine what needs to be done to solve addition situations with an unknown part in the change position.</li> <li>Unable to determine what needs to be done to solve for the unknown difference in compare situations.</li> </ul>
<b>Creates Representations</b>	<ul style="list-style-type: none"> <li>Shows situations in multiple ways:               <ul style="list-style-type: none"> <li>Manipulatives (base-ten blocks)</li> <li>Drawing/Diagram (using place value models)</li> <li>Number Line or Open Number Line</li> </ul> </li> <li>Uses representations flexibly to make sense of the mathematics of and/or solve situations.</li> </ul>	<ul style="list-style-type: none"> <li>Shows situations in one or more ways:               <ul style="list-style-type: none"> <li>Manipulatives (single units or base-ten blocks)</li> <li>Drawing/Diagram</li> <li>Number Line or Open Number Line</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Shows addition situations using the same type of representation.</li> <li>Shows subtraction situations using the same type of representation.</li> <li>Represents two-digit quantities with single units (<i>e.g., 22 as 22 ones rather than 2 tens and 2 ones</i>).</li> </ul>
<b>Uses Reliable Strategies</b>	<ul style="list-style-type: none"> <li>Uses several problem-solving strategies based on place value to work with three-digit numbers:               <ul style="list-style-type: none"> <li>Decomposes and recomposes amounts to make easier to work with numbers.</li> <li>Rounds to make easier to work with numbers and adjust results (compensation).</li> <li>Uses known facts to combine numbers by place value (may make use of the standard algorithm, but not refer to place value).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Uses problem-solving strategies that do not require an understanding of place value or magnitude which result in an accurate solution when working with two-digit numbers:               <ul style="list-style-type: none"> <li>Counts On and/or Counts On from Bigger</li> <li>Counts Back</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Uses the “counts all” strategy to solve addition and subtraction situations (<i>e.g., for subtraction situations, the student uses “counts all” to count the whole, count the part and take it away, and then count the part remaining</i>).</li> <li>Misuses another problem-solving strategy (<i>e.g., counts on from a number but begins counting at the starting number, resulting in an amount 1 more than it is supposed to be</i>).</li> </ul>
<b>Provides Explanations</b>	<ul style="list-style-type: none"> <li>Writes and solves addition and/or subtraction equations to represent situations (listed above).</li> <li>Identifies meaning of the numbers,               <ul style="list-style-type: none"> <li>whole or part, in addition and subtraction situations.</li> <li>quantity of each set and difference, in compare situations.</li> </ul> </li> <li>Explains the equation and the operation in the context of the word problem.</li> </ul>	<ul style="list-style-type: none"> <li>Writes and solves addition equations for addition situations with an unknown whole or an unknown part.</li> <li>Writes and solves addition and/or subtraction equations for subtraction situations with an unknown difference.</li> <li>Identifies which numbers represent the whole and the parts in addition and subtraction situations.</li> </ul>	<ul style="list-style-type: none"> <li>Writes and solves addition equations for addition situations with an unknown whole.</li> <li>Writes and solves addition and/or subtraction equations for subtraction situations with an unknown difference.</li> <li>Provides explanations that include repeating rules or “fact families” (<i>e.g., references numbers and an operation without tending to what is happening in the context</i>).</li> </ul>

*NOTE: By Grade 4 and Grade 5, the expectation is for students to fluently add and subtract multi-digit numbers. Consider this expectation when determining the tier of intervention services that may be needed to support the student.*