# NWEA Assessment Item Illustrating K.OA.A.5
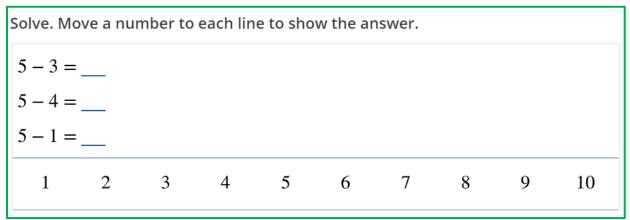
**Domain:** Operations and Algebraic Thinking

**K.OA.A:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

**Calculator Availability:** No

🔊

> Solve. Move a number to each line to show the answer.
>
> $5 - 3 = \underline{\phantom{xx}}$
>
> $5 - 4 = \underline{\phantom{xx}}$
>
> $5 - 1 = \underline{\phantom{xx}}$
>
> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Alignment: K.OA.A.5:** Fluently add and subtract within 5.

Basic computational fluency is a key cornerstone of early grade mathematics development. In kindergarten, students develop fluency with addition and subtraction within 5. Early in the year, students would be expected to use concrete objects, drawing, or counting-back strategies to support the development of fluency. This item includes three subtraction problems. When appropriate, including more than one computational problem can allow for greater confidence that a student has sufficiently developed a skill.

**Coherence:** Addition and subtraction are introduced conceptually in kindergarten via concrete, verbal, and symbolic representations.[K.OA.A.1] To build fluency, students compose and decompose numbers within 10.[K.OA.A.3, K.OA.A.4] In grade 1, students will compute within 20 by applying properties of addition, the relationship between addition and subtraction, counting, and place-value concepts to add and subtract within 20.[1.OA.B, 1.OA.C] Although students in grades 1 and 2 also apply place-value concepts to compute within 100 and 1,000 in the NBT domain, the work in the OA domain is building toward fluency with addition facts within 10 in grade 1[1.OA.C.6] and within 20 in grade 2.[2.OA.B.2] In grades 3 and 4, all work in addition and subtraction shifts to the NBT domain.[3.NBT.A.2, 4.NBT.B.4]

**Rigor:** This item attends to procedural skill. This is appropriate given that the standard addresses grade-level fluency within 5.

**Answer Key:**

Solve. Move a number to each line to show the answer.

$5 - 3 = \underline{2}$

$5 - 4 = \underline{1}$

$5 - 1 = \underline{4}$

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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