

Intended Learning Outcomes (ILO) on Subtraction

ETPT 2020:005

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AA	In order to demonstrate... the ability to subtract any sized whole numbers
C	when given a subtraction equation
L	the third grade math student
B	will be able to subtract in successive columns where each requires a simple subtraction (no borrowing)
D	being able to do simple subtraction problems without error such as $436-125$

A	In order to demonstrate... the ability subtract when a-0 is understood
C	when given an subtraction equation that involves subtracting from zero
L	the third grade math student
B	will be able to understand how to subtract a number from zero
D	successfully subtract a number from zero without error such as $5-0$

D	In order to demonstrate... able to identify where borrowing is done
C	when given a subtraction equation in which you must borrow from another place
L	the third grade math student
B	will be able to understand that you can borrow the one from the tens place then adding ten to the number that needed to be a bigger number
D	understand when it is appropriate to borrow from a number without error in order to solve the problem, such as $12-9$

C	In order to demonstrate... the ability to subtract a one-digit number, with borrowing
C	when given an equation that involves borrowing from another column
L	the third grade math student
B	will be able to successfully solve the equation by borrowing from another column
D	borrow a number from another column without error in order to successfully compute the answer. Such as in the equation $12-9$

E	In order to demonstrate... the ability to subtract when a single borrowing is required, in any column
C	when given an equation that requires borrowing within a column
L	the third grade math student
B	will be able to borrow a number from another column to finish the equation correctly
D	borrowing numbers in order to complete the problem without error an equation that could be used would be $32-24$

F	In order to demonstrate... the ability to subtract in successive columns, without borrowing
C	when given an equation that does not require borrowing
L	the third grade math student
B	will be able to understand how to solve the problem without borrowing
D	solving the problem without error by understanding that no borrowing is needed

G	In order to demonstrate... the ability to subtract when several borrowings are required in non-adjacent columns
C	when given an equation that requires borrowing from several columns that are nonadjacent

L	the third grade math student
B	will be able borrow from non adjacent columns in order to solve the problem,
D	solve the equation by correctly borrowing from columns without error

H	In order to demonstrate... the ability to subtract when successive borrowing is required, in adjacent columns
C	when given an equation that requires successive borrowing from adjacent columns
L	the third grade math student
B	will be able to borrow from successive columns within a problem
D	successfully borrow from successive columns in order to complete the problem without error

I	In order to demonstrate... the ability to subtract when “double borrowing” is required
C	when given an subtraction equation that requires double borrowing
L	the third grade math student
B	will be able to subtract when there is a need to double borrow
D	successfully double borrowing without error

G	In order to demonstrate... the ability to subtract any sized whole number
C	when given an subtraction equation that may involve, borrowing of any sort, subtracting by a zero, or subtraction in successive columns
L	the third grade math student
B	will be able to solve any subtraction equation given to the student
D	understand what needs to be done in order to solve the problem