

Adding and Subtracting Integers on a Number Line

Name _____ Date _____

To the right, 2 = Mastery, 1 = Acceptable (may improve), 0 = Not acceptable (must improve).
On the blanks to the left, mark "+" for strengths and "-" for areas that need improvement.

Designs a number line for integers.

2 1 0

- Draws a line reasonably long (across page).
- Decides on units based on size of numbers in problem.
 - units could be one (. . . -3, -2, -1, 0, 1, 2, 3, . . .)
 - units could be five (. . . -15, -10, -5, 0, 5, 10, 15, . . .)
 - units could be ten (. . . -30, -20, -10, 0, 10, 20, 30, . . .)
- Marks a reasonable number of units all along the line.
- Establishes and labels a "0" in the middle of the line.
- Labels numbers to the left of "0" as negative numbers.
- Labels numbers to the right of "0" as positive numbers.

Represents the solution using a number line.

2 1 0

- Marks the first point on the number line.
 - begins at "0"
 - moves to the point of the first integer
 - marks the point
- Marks the second point on the number line.
 - begins from the mark of the first point
 - moves +/- the number of units equal to second number
 - marks the point
- Continues process until all numbers are included.
- Circles final point.

Solves the equation, mathematically.

2 1 0

- Writes equation below the number line ($27 - 42 - 21 = x$).
- Carries out the addition/subtraction necessary to solve.
- Writes and circles the solution for the equation.

Checks solution for accuracy.

2 1 0

- Compares number line and equation solution.
- Decides whether both solutions are accurate.

This is a sample of

Rubrics for Special Education

a CD-ROM with over 1,250 rubrics published by

TEN SIGMA
1-800-657-3815
www.tensigma.org