Grade Two

Second Quarter

Performance Assessments
Performance Task:  *Where will we end?*

**Learning Target:**  
1.01 Develop number sense for whole numbers through 999.

**Materials:**  
pencil and paper or math journals

**Procedure:**  
- Choose a beginning point that is some number less than 1000, for example 738.
- Have everyone write the number they think will be said *last* when starting with 738 (or whatever number you have chosen) and counting everyone in class.
- Choose one student to count aloud.
- You might ask everyone to stand. As each person is counted by the chosen student, he or she sits.

- Repeat this many times. Each time choose a different beginning point and a different student to do the counting.

Note: This could also be done as your class lines up to go someplace - see “Water Fountain Assessment”.

**Observe and Note:**  
- How close are all students with estimating the ending number?
- Are they getting closer with time?
- Are any of them adding the number of students in class to the starting number to get the ending number?
- Record student behavior below or use class checklist.

Student’s Name ____________________________________________  Date __________

Beginning number: ________

The student is/is not able to rote count without coaching or hesitation.

**Performance Levels:**

**Level III:** The student rote counts from the designated number without coaching or hesitation.

**Level II:** The student rote counts from the designated number with some coaching and hesitation.

**Level I:** The student is not able to rote count from a point other than one and needs coaching.
Performance Task: *Number Words*

**Learning Target:** (1.01) Develop number sense for whole numbers through 999.
   b) Read and write numbers.

**Materials:** cards with word names of numbers 0-999 (see Blackline Master)
   overhead or chalkboard
   paper and pencil

**Procedure:**
- Reproduce the word names of numbers. Cut apart.
- Randomly group cards into sets of 10. Use one set at a time.
- Check students individually with the number word cards to see if they can read the words.
- Do this at odd moments as children arrive early, complete assignments, or line up - see “Water Fountain Assessment”.

- Or, write several word numbers on the overhead or board.
- Ask students to write the number on paper.
- For example, if you write, “fifty-six,” students should write “56.”

**Observe and Note:**
- Collect student papers and record student behavior below or on class checklist, calendar, grid, matrix or profile - see “Record-Keeping Ideas”.

**Performance Levels:**

**Level III:** The student consistently reads word names for numbers.

**Level II:** The student reads some but not all word names for numbers.

**Level I:** The student is not able to read word names for numbers.
<table>
<thead>
<tr>
<th>one</th>
<th>two</th>
<th>three</th>
</tr>
</thead>
<tbody>
<tr>
<td>four</td>
<td>five</td>
<td>six</td>
</tr>
<tr>
<td>seven</td>
<td>eight</td>
<td>nine</td>
</tr>
<tr>
<td>ten</td>
<td>eleven</td>
<td>twelve</td>
</tr>
<tr>
<td>thirteen</td>
<td>fourteen</td>
<td>fifteen</td>
</tr>
<tr>
<td>sixteen</td>
<td>seventeen</td>
<td>eighteen</td>
</tr>
<tr>
<td>nineteen</td>
<td>twenty</td>
<td>twenty-one</td>
</tr>
<tr>
<td>twenty-two</td>
<td>twenty-three</td>
<td>twenty-four</td>
</tr>
<tr>
<td>twenty-five</td>
<td>twenty-six</td>
<td>twenty-seven</td>
</tr>
<tr>
<td>twenty-eight</td>
<td>twenty-nine</td>
<td>thirty</td>
</tr>
<tr>
<td>thirty-one</td>
<td>thirty-three</td>
<td>thirty-five</td>
</tr>
<tr>
<td>thirty-seven</td>
<td>thirty-nine</td>
<td>forty</td>
</tr>
<tr>
<td>forty-two</td>
<td>forty-four</td>
<td>forty-six</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>forty-eight</td>
<td>fifty</td>
<td>fifty-one</td>
</tr>
<tr>
<td>fifty-three</td>
<td>fifty-five</td>
<td>fifty-seven</td>
</tr>
<tr>
<td>fifty-nine</td>
<td>sixty</td>
<td>sixty-two</td>
</tr>
<tr>
<td>sixty-four</td>
<td>sixty-six</td>
<td>sixty-eight</td>
</tr>
<tr>
<td>seventy</td>
<td>seventy-one</td>
<td>seventy-three</td>
</tr>
<tr>
<td>seventy-five</td>
<td>seventy-seven</td>
<td>seventy-nine</td>
</tr>
<tr>
<td>eighty</td>
<td>eighty-two</td>
<td>eighty-four</td>
</tr>
<tr>
<td>eighty-six</td>
<td>eighty-eight</td>
<td>ninety</td>
</tr>
<tr>
<td>ninety-one</td>
<td>ninety-two</td>
<td>ninety-three</td>
</tr>
<tr>
<td>ninety-four</td>
<td>ninety-five</td>
<td>ninety-six</td>
</tr>
<tr>
<td>ninety-seven</td>
<td>ninety-eight</td>
<td>ninety-nine</td>
</tr>
<tr>
<td>one hundred</td>
<td>two hundred</td>
<td>three hundred</td>
</tr>
<tr>
<td>four hundred</td>
<td>five hundred</td>
<td>six hundred</td>
</tr>
<tr>
<td>seven hundred</td>
<td>eight hundred</td>
<td>nine hundred</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>one hundred three</td>
<td>two hundred five</td>
<td>six hundred one</td>
</tr>
<tr>
<td>two hundred eight</td>
<td>six hundred sixty</td>
<td>seven hundred two</td>
</tr>
<tr>
<td>eight hundred four</td>
<td>one hundred sixty-six</td>
<td>two hundred sixty-one</td>
</tr>
<tr>
<td>six hundred seventy</td>
<td>eight hundred two</td>
<td>two hundred seventy-three</td>
</tr>
<tr>
<td>three hundred six</td>
<td>eight hundred twenty</td>
<td>one hundred thirty-three</td>
</tr>
<tr>
<td>nine hundred five</td>
<td>seven hundred ten</td>
<td>six hundred ten</td>
</tr>
<tr>
<td>three hundred eighty</td>
<td>five hundred two</td>
<td>four hundred six</td>
</tr>
<tr>
<td>six hundred eleven</td>
<td>nine hundred two</td>
<td>one hundred twelve</td>
</tr>
<tr>
<td>nine hundred twenty</td>
<td>four hundred sixty</td>
<td>three hundred ninety-one</td>
</tr>
<tr>
<td>three hundred ten</td>
<td>five hundred eleven</td>
<td>six hundred twelve</td>
</tr>
<tr>
<td>six hundred sixty</td>
<td>five hundred fifty</td>
<td>six hundred fifty-one</td>
</tr>
<tr>
<td>four hundred forty</td>
<td>two hundred eleven</td>
<td>three hundred eighty-three</td>
</tr>
</tbody>
</table>
Performance Task:  *Modeling Addition and Subtraction*

**Learning Target:**  (1.04) Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
   a) Strategies for adding and subtracting numbers.
   b) Estimation of sums and differences in appropriate situations.
   c) Relationships between operations.

**Materials:**  base ten materials such as base ten blocks, connecting cubes, bean sticks, or beans and cups
   4 different problems of similar difficulty written on separate papers
   paper and pencil

**Procedure:**  
   • Gather four students around the supply of base ten materials.
   • Give to each student a piece of paper, pencil, and one of the four problems.

   • Say…
     Please write your name and the date at the top of your paper.
     Copy the problem I have given you on your paper.
     Build a model or demonstrate what you are doing to solve your problem.
     You may use any of the materials here if you like.
     Show your work and what you are doing and why.
     Write or draw about your solution on your paper.
   • Be sure to scribe for those students who need assistance.

Note: Some students may use the “traditional algorithm” to solve the problem you give to them. In such cases it will be important to ask questions in order to determine whether or not the student has really made sense of this process. “Can you tell me what it means to carry? Why do we carry?” If the student responds with something like “Because that’s how it works, or that’s what I learned to do,” continue probing. You may want to ask the student if he or she can show you how to do the problem with the base ten materials.
Observe and Note:  • Attach student work.
                 • Record student behavior below or on class checklist, calendar, grid, matrix or profile - see “Record-Keeping Ideas”.

Student’s Name ______________________________________________  Date __________

The student is/is not able to solve the problem.

The student is/is not able to model and explain the process he or she uses.

Performance Levels:

Level III: The student correctly solves the problem, makes a clear model and completely explains how the model relates to the problem.

Level II: The student correctly solves the problem but is unable to model the process he or she used. Or, the student correctly solves the problem and creates a model but can’t clearly explain how the model relates to solving the problem.

Level I: The student can not correctly solve the problem with or without a model.
Performance Task: *Problem-Solving with Pattern Blocks*

**Learning Target:** (3.01) Combine simple figures to create a given shape.

**Materials:** pencil and blackline for Problem-Solving with Pattern Blocks
pattern blocks

**Procedure:**
- Distribute the activity sheet and pattern blocks.
- Ask students to find a variety of ways to cover the figure with pattern blocks and record their solutions. Each solution must use a different set of blocks.
- To record solutions, students can trace around their blocks, paste down paper patterns blocks, or use a template.

**Observe and Note:**
- Collect student work and add to student folders.
- What strategies do students use? Do they substitute one kind of block for another; for example trading 2 triangles for 1 blue rhombus? Or do they start over for each new solution?
- Be aware that copiers often distort geometric shapes. Check the Blackline for accuracy before you use it.

**Performance Levels:**

**Level IV:** The student easily finds three or more different solutions and extends the search to finding all the different ways possible. He or she talks about ideas such as “I think that the fewest number of blocks needed are four and the most I can use are 12. I think I can use all the numbers in between four and 12.”

**Level III:** The student finds three or more different ways to cover the outline with pattern blocks and uses a systematic approach for finding different solutions such as trading two triangles for one blue rhombus.

**Level II:** The student finds at least two different solutions with some effort. He or she works randomly rather than using a systematic approach.

**Level I:** The student struggles to find one solution and may not succeed.
Name ______________________________________  Date ______________

Fit your pattern blocks inside the outline of the shape “A”. Record your answer.

Do this again using a different set of blocks for shapes “B, C, and D.”

Be sure to use a different set of blocks each time.
Performance Task: How Much?

Learning Target: (1.01) Develop number sense for whole numbers through 999.
   a) Connect model, number word, and number using a variety of representations.

Materials: overhead coins
           paper and pencil

Procedure: • Place a few coins on the overhead. Or, tell students what coins you have in your hand and write the names of the coins on the board - “I have 2 nickels, 1 dime and 1 quarter.”
          • Ask students to write the value of the coins on their papers.
          • Repeat often with different coins.

Observe and Note: • Can students write the value of the coins?
                  • Are certain coins or combinations more problematic than others?
                  • Are students aware of the vocabulary of coins i.e. 5¢ is called a nickel, 1¢ is called a penny, etc.
                  • Record results on class checklist, calendar, grid, matrix or profile - see “Record-Keeping Ideas”, or collect papers and add to student folders.

Performance Levels:

Level III: The student accurately identifies and records the value of the sets of coins.

Level II: The student accurately identifies the value of some, but not all, sets of coins and may have difficulty accurately recording these values.

Level I: The student struggles to identify and record the value of sets of coins.