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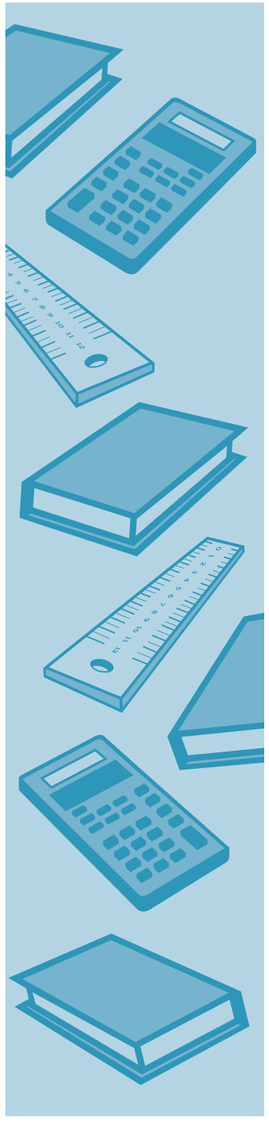
# 2

# MATHEMATICS

## Second Grade Observation Profile

for On-Going Assessment and End of the Year Evaluation



This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Second grade assessment materials and the Strategies for Instruction in Mathematics suggest tasks and questions that can be used for on-going and summative assessment.

Directions for use:

The five mathematical goals and the specific objectives from the state of North Carolina Standard Course of Study are listed on this profile chart. Six boxes are provided for recording a student's performance level (1,2,3, or 4) at each grading period as some school systems have six grading periods, while others have four grading periods. Teachers have additional space to comment on student progress.

It is suggested that teachers record an evaluation (performance level) for each objective that is taught during a particular grading period; it is not necessary to record an evaluation for objectives that have not been addressed. Student work, conversations with the student, and observations provide evidence for the evaluation of performance. Evaluations are based on the student's abilities to explain, model, and apply learning. Student work folders (or portfolios) will support the evaluation.

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Student Name _____ ID # _____ Teacher's Name _____ School _____ Year _____

# Second Grade Observation Profile for On-Going Assessment and End of the Year Evaluation

## • Number and Operations

1.01 Develop number sense for whole numbers through 999.

a) Connect model, number word, and number using a variety of representations.

b) Read and write numbers.

c) Compare and order.

d) Rename.

e) Estimate.

f) Use a variety of models to build understanding of place value (ones, tens, hundreds).

1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts.

a) Represent fractions (halves, thirds, fourths) concretely and symbolically.

b) Compare fractions (halves, thirds, fourths) using models.

c) Make different representations of the same fraction.

d) Combine fractions to describe parts of a whole.

1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).

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.

1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.

1.06 Define and recognize odd and even numbers.

## • Measurement

2.01 Estimate and measure using appropriate units.

a) Length (meters, centimeters, feet, inches, yards).

b) Temperature (Fahrenheit).

2.02 Tell time at the five-minute intervals.

## • Geometry

3.01 Combine simple figures to create a given shape.

3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.

3.03 Identify and make:

a) Symmetric figures.

b) Congruent figures

## • Data Analysis & Probability

4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).

4.02 Conduct simple probability experiments; describe the results and make predictions.

## • Algebra

5.01 Identify, describe, translate, and extend repeating and growing patterns.

5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.

NAME

### Level IV (Exceeds expectations)

- consistent performance beyond grade level
- works independently
- understands advanced concepts
- applies strategies creatively
- analyzes and synthesizes
- shows confidence and initiative
- justifies and elaborates responses
- makes critical judgements
- makes applications and extensions beyond grade level; applies Level III competencies in more challenging situations

### Level III (Proficient)

- **exhibits consistent performance**
- **shows conceptual understanding**
- **applies strategies in most situations**
- **responds with appropriate answer or procedure**
- **completes tasks accurately**
- **needs minimal assistance**
- **exhibits fluency and applies learning**
- **shows some flexibility in thinking**
- **works with confidence**
- **recognizes cause and effect relationships**
- **applies, models, and explains concepts**

### Level II (Not yet proficient)

- exhibits inconsistent performance and misunderstandings at times
- shows some evidence of conceptual understanding
- has difficulty applying strategies or completing tasks in unfamiliar situations
- responds with appropriate answer or procedure sometimes
- requires teacher guidance frequently
- needs additional time, opportunities
- demonstrates some Level III competencies but is inconsistent

### Level I (Limited performance)

- exhibits minimal performance
- shows very limited evidence of conceptual understanding and use of strategies
- responds with inappropriate answer and/or procedure frequently
- very often displays misunderstandings
- completes task appropriately and accurately infrequently
- needs assistance, guidance and modified instruction