

Grade Two

First Quarter

Performance

Assessments

Performance Task: *Ten More or Less*

Learning Target: (1.01) Develop number sense for whole numbers through 999.
f) Use a variety of models to build understanding of place value (ones, tens, hundreds).

Materials: pencil and paper
chalkboard or
hundred boards and counters
large hundred board or overhead hundred board

Procedure:

- Write a number on the board.
- Ask students to write the number that is 10 less and the number that is 10 more than the one listed.
- Repeat using different numbers.
- This task could also be carried out by using a hundred board.
- Give each student a hundred board and some counters.
- Name a number or mark the number on a larger hundred board - or a hundred board on the overhead.
- Ask students to place a marker on their hundred boards to show 10 more and 10 less than the number you have named or marked.

Observe and Note:

- Are students using base 10 skills or are they rote counting up and down?
- Collect student papers and record results on class checklist, calendar, grid, matrix or profile - see "Record-Keeping Ideas".
- Or use a checklist as students identify numbers on their hundred boards.

Performance Levels:

Level III: The student quickly and consistently writes or identifies the numbers that are 10 more and less than the target number and uses base ten knowledge rather than counting up and down. Student should ultimately be able to identify 10 more and less without using a hundred board.

Level II: The student is able to write or identify the numbers that are 10 more and less than the target but needs to count forward, backward or needs support of a hundred board.

Level I: The student is not able to write or identify the numbers that are 10 more or less than the target number.

Blackline Masters: Hundred Board

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

ONE HUNDRED GRID

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Performance Task: *Fix-it Shop*

Learning Target: (1.01) Develop number sense for whole numbers through 999.
c) Compare and order.

Materials: pencil and paper
pocket chart with printed numbers or chalkboard

Procedure:

- Choose three to four numbers less than 100.
- Place these numbers in the pocket chart or write them on the board out of order. For example, 89, 43, 60, 12.
- Ask students to write them in sequence on their papers.

- Place a number sequence in the pocket chart with missing numbers - or write on the board. For example, 75, 76, __, __, __, __, 81, __
- Ask students to write the number sequence and fill in the missing numbers.

- Repeat with different numbers.

Observe and Note:

- Are students successful?
- Are there certain number strings causing more difficulty. For example, is moving from one decade to another problematic?
- Collect student papers and record results on class checklist, calendar, grid, matrix or profile - see “Record-Keeping Ideas”.

Performance Levels:

Level III: The student quickly and consistently orders numbers and supplies numbers missing from counting sequences.

Level II: The student is able to order some but not all numbers and supply numbers missing from some but not all counting sequences.

Level I: The student is not able to order numbers and supply numbers missing from counting sequences.

Performance Task: *What's the Temperature?*

Learning Target: (2.01) Estimate and measure using appropriate units.
b) Temperature (Fahrenheit).

Materials: Fahrenheit thermometer

Procedure:

- Hang a Fahrenheit thermometer in the classroom.
- Ask a different child each day to read the thermometer and record the temperature in a specific place near the calendar or on the chalkboard. This might be done at the beginning and end of the day and again at lunch time.
- Collect these temperatures over time and have students graph and summarize the data when appropriate.

Note: This can be done using the "Water Fountain Assessment" approach.

Observe and Note:

- Is the student successful?
- How close to the actual reading is the student?
- Does the student have strategies for reading the thermometer more accurately such as lining up a ruler or paper with the top of the liquid?
- Record results on class checklist, calendar, grid, matrix or profile - see "Record-Keeping Ideas".

Performance Levels:

Level III: The student accurately reads the thermometer and records the temperature without coaching.

Level II: The student reads the thermometer and records the temperature with some coaching.

Level I: The student struggles to read the thermometer and record the temperature even with coaching.

Performance Task: *What Comes Next?*

Learning Target: (5.01) Identify, describe, translate, and extend repeating and growing patterns.

Materials: paper and pencil
attribute blocks or pattern blocks
overhead attribute blocks or pattern blocks

Procedure:***Part 1***

- Distribute paper and blocks
- Build a pattern on the overhead with the overhead blocks. Provide at least two repeats of the pattern.
- Ask students to continue the pattern with their own sets of blocks.
- Ask students to record the pattern unit on paper by tracing blocks.
- Ask students to describe the rule for the pattern and write this on their papers.
- Ask students to identify which block would be the 14th (or other number of your choice) if the pattern continued.

Part 2

- Next, ask students to create their own patterns with the blocks.
- Have them record the pattern unit on their papers.
- Ask...
What will be the 14th (or other number of your choice) block in your pattern?
- Next, ask students to name their patterns in a different form such as with letters, or colors. For example; square, square, triangle might be named AAB or recreated as blue, blue, red.

**Observe
and Note:**

- Can students identify a pattern unit?
- Can students continue patterns?
- Can students predict the 14th block? If not, can they predict a block in lower order such as the 11th or 9th block?
- Can students translate patterns into other forms?
- Collect papers and add to student folders.

Performance Levels:

Level III: The student defines, continues, and describes rules for geometric patterns, defines and continues pattern units and translates them into other forms.

Level II: The student may continue patterns but have difficulty describing rules for patterns, or identifying pattern units, or translating patterns into another form.

Level I: The student struggles to continue a pattern.

