Learning Goals

1a  D  Find values of coin and bill combinations.
1b  D  Know "easy" addition facts (sums to 10).
1c  D  Identify place value for ones, tens, and hundreds.
1d  D  Complete number sequences; identify and use number patterns to solve problems.
1e  D  Find equivalent names for numbers.
1f  D  Compare numbers: write symbols <, >, or =.
1g  S  Count by 2's, 5's, and 10's.
1h  S  Make tallies and give the total.

Assessment of Student Progress

Project-Wide Assessment

Assessment:  Customized slate assessment
Goal(s) assessed:  1h
Rubric
   B  The students will draw the appropriate number of tally marks; however they will draw them in a single
       straight line and not show groups of 5; or they will draw the wrong number of tallies; or they will not know how to
       make tally marks.
   D  The students will be able to count the tallies, but may have some trouble making them. If they have
       problems, it may be in making the 5 counts. Some teacher prompting may be needed.
   S  The students will be able to write the tallies as well as find the totals without teacher prompting.

Number of Students who were
       B  0 out of 22 (0%)
       D  9 out of 22 (41%)  Mathematical Thinking: These 9 students had trouble grouping the bundles of 5 tallies.
       They consistently forgot to draw the slash for 5. Some would draw 5 tallies and then put a slash over those which
       would be 6. Others just didn't draw a slash at all. These students drew circles around the bundles of 5 to help them
       see the groups.
       S  13 out of 22 (59%)  Mathematical Thinking: These students understand tallies both making and counting.
       They had little difficulty translating the numbers and reading them.

Comments about the assessment and plan of attack: Tallies are easy now because we do them during the day
for any kind of data we need.

Other Reflections about the Unit: Challenges, Opportunities, Support Needed, etc.
I really think we did well on this unit. My students loved making number scrolls and can play addition top it well. I have
to confess Broken Calculator was tough. I don't think I managed that well. Maybe I will go to the forum and ask for
advice on that game. We practiced the items on slates the day before so I felt good about giving the test at the end of the
unit. Only developing goals were missed. And no one had no clue.
Learning Goals

2a  D  Know "harder" subtraction facts.
2b  DS  Know "harder" addition facts.
2c  DS  Know "easier" subtraction facts.
2d  DS  Complete "What's My Rule?" tables.
2e  DS  Solve simple subtraction number stories.
2f  S  Know "easier" addition facts.
2g  S  Construct fact families for addition and subtraction.
2h  S  Complete simple Frames-and-Arrows diagrams.
2i  S  Solve simple addition number stories.
2j  S  Find equivalent names for numbers.

Assessment Reflection for Grade 2 Unit 2

Name: Polly Perfect
Grade: 2
Building: Math Skills
Date Completed: ___/___/05
District: Mathematics123

Assessment of Student Progress

Project-Wide Assessment
Assessment: Name Collection Box with ten names for 20 and 12 (This item is new for 2005)
Goal(s) assessed: 2j
Rubric
  B  The student will be able to share 5 – 8 names for the numbers. They will include basic names such as pictures, tallies, and words. They may include a few addition problems, but few subtraction. They will need some prompting to produce a variety of ideas and may need the help of tools.
  D  The students will be able to share 8 – 10 names for each number. They will also include a variety of names for the numbers. They may show some basic patterning in their names such as 10 + 10, 9 + 11, 8 + 12, etc.
  S  The students will be able to share ten different names for each number. They will include a variety of ideas such as addition, subtraction, tallies, words, pictures, coins, etc.

Number of Students who were

  B  2 out of 22  Mathematical Thinking: These 2 students had difficulty sharing more than 8 names for the numbers as they only used words, pictures, tallies, and basic addition facts.
  D  8 out of 22  Mathematical Thinking: These 8 students were able to give the 8-10 names, but did not have a variety of names. They used basic patterns as described in the rubric.
  S  12 out of 22  Mathematical Thinking: These 12 students gave some great names for the numbers. Some of the names included the following: 5 + 5 + 5 + 5; 3 + 3 + 3 + 3; 2 dimes; 1 dime and 2 pennies; etc.

Comments about the assessment and plan of attack: I will continue to work with the students on Name Collection Boxes. We will do a Name Collection Box each week in our spirals. I will have the students turn these in to me and we will do one on the board each Friday. I will have the students write names on post-it notes and share them. I will also play Musical Name Collection Boxes.

Other Reflections about the Unit: Challenges, Opportunities, Support Needed, etc.
I do feel this unit went well. I think we are on the right track for facts. I will follow up on the routines we had difficulty with to see if they can do better with a more basic format. The games really seem to perk up the students when it comes to practicing the facts. Fact triangles are not as exciting for them. I am going to try to get parents to help practice with them at home. I am going to ask the forum for ideas on how to get parents involved since I haven’t had too much success in the past.