Grade 2 SNAP Number Sense

Draw To Represent The Value Of The Number

Number Sense Rubric: Level 2 (Developing)

- Pictures show some value in representing the number
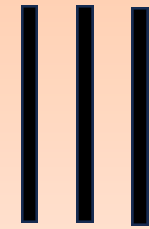- Partially accurate

Rationale:
- The answer is **37.** Student drew **44.** The value is not correct however it is close.

Rationale:
- The answer is 37.
- It is represented in Base Ten, however it is not correct.

Note:
- Students do not have to draw the value of the number in Base Ten. If they choose to make their own symbols, they need to include a value chart.

Goal:
- Students to demonstrate how a number can be decomposed into 10's and 1's.
- Students should organize the ones and tens together to show the combined value.

Write The Number In Expanded Form

Number Sense Rubric: Level 2

- Partially accurate in demonstrating the value of each digit

Rationale:

- Student did not represent the 10's Place Value correctly

- Possible correct answer: 10+10+10+10+2+7 = 47 because the 10's and 1's are correctly represented

12 + 10 + 10 + 10 + 5 = 47

Note:
- Students can use words to express the value of the Tens and Ones.
- Students can "break apart" the values. For example: 10 +10 + 10 +7 = 37

Goal:
- Students have correctly identified the value of the Tens and Ones Place.
- Students should use numbers that are the most efficient when showing Expanded Form.

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Create 3 Equations That Equal The Number

Number Sense Rubric: Level 2

- Accurately uses grade appropriate operations in one or two equations

Rationale:
- One example is incorrect.
- Used Expanded Form example as an equation.

Rationale:
- Equations are not at Grade 2 level.
- Adding and Subtracting to 20 is a Grade 1 outcome.

$$19+1-1+1-1+1=20$$

$$18+2-0=20$$

$$37-1-1+1=36$$

Note:
- The equation used in the Expanded Form box should not be counted as one of the three examples.

Goal:
- In Grade 2, students should be attempting to use strategies such as looking for multiples of 10 or friendly numbers.
- Addition and subtraction with 2-digit + 2-digit equations or 2-digit + 1-digit equations are grade level examples.
- Encourage 2-digit equations for all the examples.

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Write a Real-Life Example

Number Sense Rubric: Level 2

- A partial connection to a real-life example is provided

Rationale:
- Example does not reflect the understanding of the "value" of each digit because there can be much more than 37 pieces of paper in an office.

37 qeas of Paper in a ofis

Rationale:
- Example demonstrates the student can recognize the number but does not understand its value.

My address has the number 62 in it.

Note:
- The examples must be realistic and reasonable.

Goal:
- It is important that students demonstrate an understanding of the value in their example.
- Teaching real-life applications provides students context for their learning.
- Financial Literacy examples are good representations of this concept.

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Counting Forward and Backwards

Number Sense Rubric: Level 2

- Partially complete and accurate

Rationale:
- The following are considered counting errors at **Level 2**:
  - Number sequence out of order
  - Skipping numbers
  - Using the same number more than once

Rationale:
- These types of errors suggests students do not have a solid foundation of one-to-one correspondence with counting.

Note:
- In Grade 2, the value students are skip-counting by should be 2 or more.

Goal:
- Students should be able to count forwards and backwards from a variety of starting points.
- Students should be able to count forwards and backwards by 2's, 5's and 10's.

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Number Line

Number Sense Rubric: Level 2

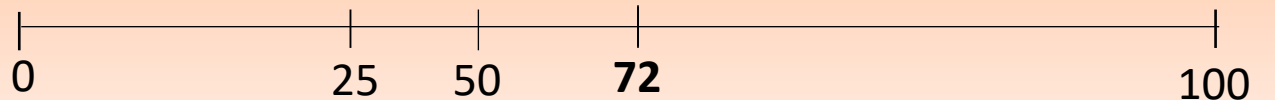- Partially correct estimate of placement of number on provided number line

Rationale:
- Benchmarks are not reasonably spaced.
- The placement of **72** is not correct based on the benchmarks but it is close.

```
|----+----+--+--+-------+--+-+--+-|
0    20              72        90
```

Rationale:
- Benchmarks of 25 and 50 are placed but are not correct.
- The placement of 72 is in sequential order but not correctly placed.

```
|---------------+----+----+----------------|
0               25   50   72              100
```

Note:
- Students should be attempting to draw benchmarks that are equally spaced.

Goal:
- To demonstrate full proficiency, students will add benchmarks to their number line to help situate the number.
- Students should be able to compare and order numbers to 100 along a number line, using benchmarks such as 25 and 50.