Grade 2 SNAP Number Sense

Draw To Represent The Value Of The Number

Number Sense Rubric: Developing

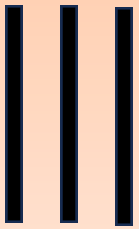
- Pictures show some value in representing the number
- Partially accurate

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.

Grade 2 SNAP Number Sense

Write The Number In Expanded Form

Number Sense Rubric: Developing

- 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.

Grade 2 SNAP Number Sense

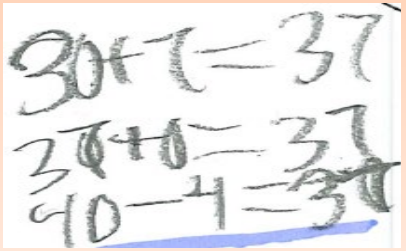
Create 3 Equations That Equal The Number

Number Sense Rubric: Developing

- 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.

Grade 2 SNAP Number Sense

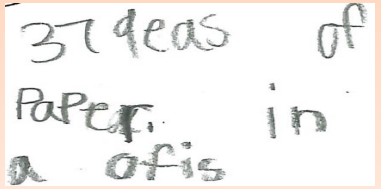
Write a Real-Life Example

Number Sense Rubric: Developing

- 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.



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.

Grade 2 SNAP Number Sense

Counting Forward and Backwards

Number Sense Rubric: Developing

- 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.

Grade 2 SNAP Number Sense

Number Line

Number Sense Rubric: Developing

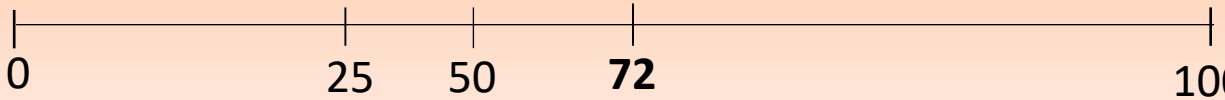
- Partially correct estimate of placement of number on provided number line; benchmarks may be missing

Rationale:

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

Rationale:

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



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.