GRADE 2
PERFORMANCE ASSESSMENT

MATHEMATICS

Student Booklet

Task Title: **King of the Cones**

Student's Name: _____

GRADE 2 - PERFORMANCE ASSESSMENT

MATHEMATICS

TASK: King of the Cones

PROBLEM:

Congratulations! You have been hired as an official ice cream server at Dairy King. Today you had a busy day. You sold a total of 21 ice cream cones: 8 chocolate, 7 vanilla, 3 strawberry, 1 cookie dough, and 2 bubble gum. Your boss said you will be King of the Cones if you can make a graph showing your sales for today. King of the Cones will get a free cone every day for one month.

INSTRUCTIONS:

Your boss says that your graph must have:

- a title
- a name on each axis
- the name for each ice cream flavor
- the number of cones sold for each flavor

GRADE 2
PERFORMANCE ASSESSMENT

MATHEMATICS

Teacher Booklet

Task Title: **King of the Cones**

GRADE 2 - PERFORMANCE ASSESSMENT

MATHEMATICS

TASK: King of the Cones

CURRICULUM STANDARD ASSESSED:

EALRs – 1.4, 2.3, 4.2, 4.3, 5.2

Probability and Statistics

- Collects, organizes, and displays data in familiar situations from other disciplines using tables, bar graphs, pictographs and Venn diagrams.
- The student will use given information to make a bar graph.

ASSESSMENT PROTOCOL:

1. Whole group or small group.
2. Each student should have the necessary manipulatives and individual record sheets at their desk or station.
3. Teachers should carefully review the instructions with students orally before they begin.

PROBLEM:

Congratulations! You have been hired as an official ice cream server at Dairy King. Today you had a busy day. You sold a total of 21 ice cream cones: 8 chocolate, 7 vanilla, 3 strawberry, 1 cookie dough, and 2 bubble gum. Your boss said you will be King of the Cones if you can make a graph showing your sales for today. King of the Cones will get a free cone every day for one month.

MATERIALS:

Crayons
Pencil
Scissors
Plain Paper
Ruler
Glue
Graph Paper (1-inch squares)
Individual worksheets for each student
Copy of printed flavors & numbers (cut into thirds)

INSTRUCTIONS:

Your boss says that your graph must have:

- a title
- a name on each axis
- the name for each ice cream flavor
- the number of cones sold for each flavor

Chocolate **Cookie Dough** **Bubble Gum**

Vanilla **Strawberry**

1 2 3 4 5 6 7 8 9 10

Chocolate **Cookie Dough** **Bubble Gum**

Vanilla **Strawberry**

1 2 3 4 5 6 7 8 9 10

Chocolate **Cookie Dough** **Bubble Gum**

Vanilla **Strawberry**

1 2 3 4 5 6 7 8 9 10

GRADE 2
PERFORMANCE ASSESSMENT

MATHEMATICS

Anchor Paper Commentaries

Task Title: **King of the Cones**

GRADE 2 - PERFORMANCE ASSESSMENT

MATHEMATICS

TASK: King of the Cones

Communication and Problem Solving:

4 The student made a bar graph which accurately represented the given information. The graphed information begins on either the left or from the bottom. A related title must be written above the graph. The flavors and numbers of cones sold were correctly represented. The vertical and horizontal axis were given a name that makes sense for this problem (flavors/number of cones sold). A minor error may have occurred in either the labeling or the graph.

3 The student's response included all flavors and numbers. The graphed information begins either on the left or from the bottom and is accurate. There may be one major error such as omission of the title or more than one minor error such as omission of a name for the axis.

2 The student shows some understanding of a bar graph. An attempt was made to organize the information. The title may or may not be present. Labeling or represented information includes errors.

1 The student attempted to organize the information but was unable to create a bar graph. He/she attempted to sort the different flavors. The flavors and number of cones sold were not accurate.

0 The student may have attempted to solve the problem but the solution is unrelated.

GRADE 2
PERFORMANCE ASSESSMENT

MATHEMATICS

Student Booklet

Task Title: **Kids Mart**

Student's Name: _____

GRADE 2 - PERFORMANCE ASSESSMENT

MATHEMATICS

TASK: Kids Mart

PROBLEM:

Welcome to the Grand Opening of Kids Mart! You are the 100th customer and have won the “Mystery Bag of Coins.” No one knows the amount of money in the bag. Your job will be to figure out how much money you have won and explain to the Kids Mart owner and your parents how you figured it out. All the other customers are waiting for you to announce the total of your prize.

Good Luck!

INSTRUCTIONS:

Inside your mystery bag you discover 2 quarters, 2 dimes, 4 nickels, and 10 pennies.

Using pictures, numbers and symbols, show how you figured out the amount of money in your bag.

Now, using words and numbers, tell the audience the mystery amount and how you figured it out.

GRADE 2
PERFORMANCE ASSESSMENT

MATHEMATICS

Teacher Booklet

Task Title: **Kids Mart**

GRADE 2 - PERFORMANCE ASSESSMENT

MATHEMATICS

TASK: Kids Mart

CURRICULUM STANDARD ASSESSED:

EALRs – 1.2, 3.1, 3.3, 4.3, 5.3

Uses appropriate tools for measuring time, money, length, area, volume, mass, and temperature.

ASSESSMENT PROTOCOL:

1. This assessment is to be done in a small group or at 6 individual stations.
2. Each student should have the necessary manipulatives and individual record sheets at their desk or station.
3. Teachers should carefully review the instructions with the students orally before they begin.

PROBLEM:

Welcome to the Grand Opening of Kids Mart! You are the 100^{th} customer and have won the "Mystery Bag of Coins." No one knows the amount of money in the bag. Your job will be to figure out how much money you have won and explain to the Kids Mart owner and your parents how you figured it out. All the other customers are waiting for you to announce the total of your prize.

MATERIALS:

Six student packets, each containing:

- A small bag for coins
  (non-transparent, drawstring pouch or paper sack)
- 2 Quarters
- 2 Dimes
- 4 Nickels
- 10 Pennies
- Paper/Pencil
- Meat Tray

INSTRUCTIONS:

Inside your mystery bag you discover 2 quarters, 2 dimes, 4 nickels, and 10 pennies.

Using pictures, numbers and symbols, show how you figured out the amount of money in your bag.

Now, using words and numbers, tell the audience the mystery amount and how you figured it out.

GRADE 2
PERFORMANCE ASSESSMENT

MATHEMATICS

Anchor Paper Commentaries

Task Title: **Kids Mart**

GRADE 2
PERFORMANCE ASSESSMENT

MATHEMATICS

Student Booklet

Task Title: **Razzle Dazzle Diamonds**

Student's Name: _____

GRADE 2 - PERFORMANCE ASSESSMENT

MATHEMATICS

TASK: Razzle Dazzle Diamonds

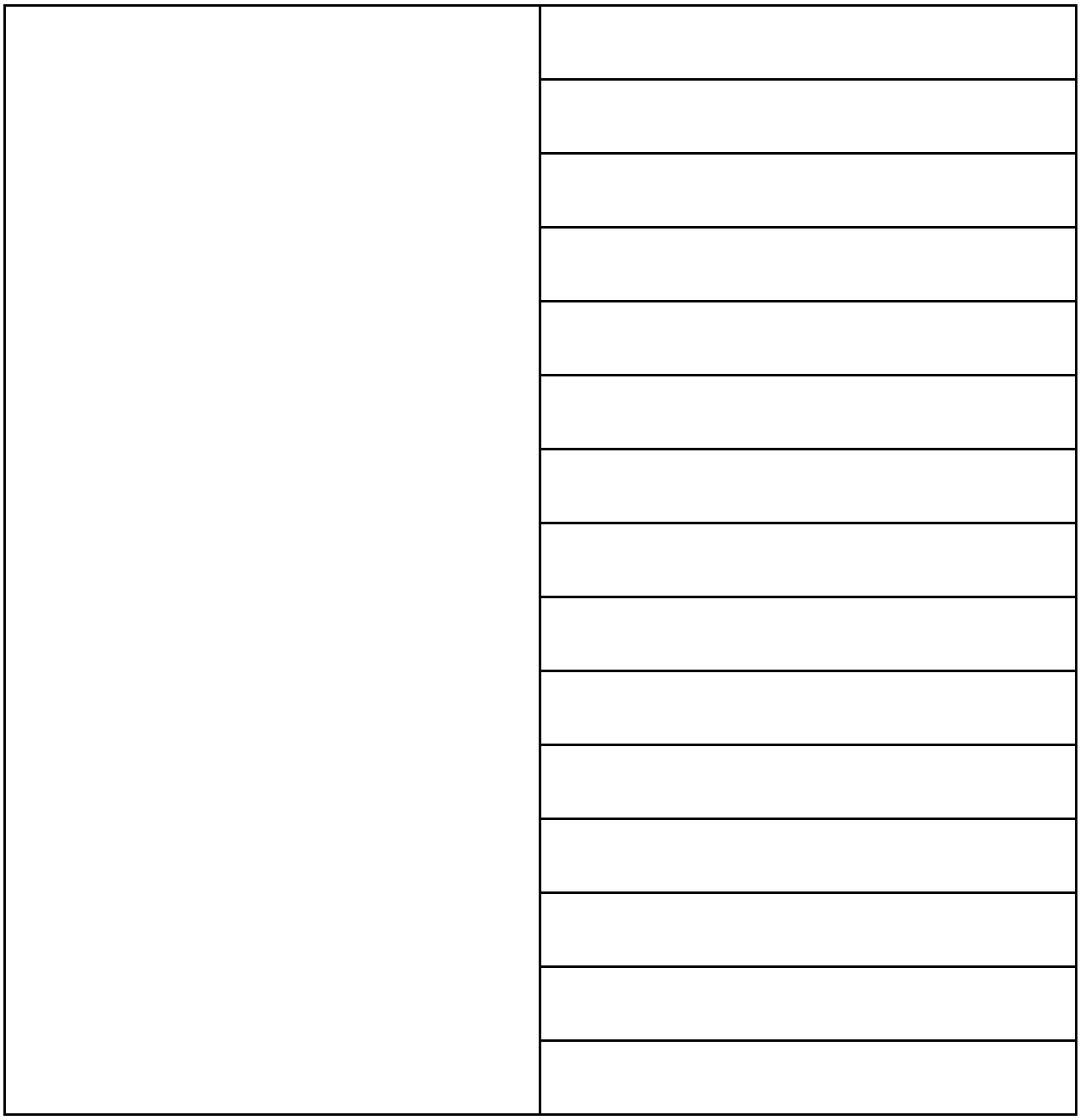
PROBLEM:

You are a jewelry maker in a fancy New York jewelry store. On display in the store window is a beautiful necklace with 24 diamonds. Customers flock to the store to see the necklace, but most cannot afford one with 24 diamonds. The jewelry store owner gives you the job of making necklaces like the display models for customers who want only a fraction of the 24 diamonds.

INSTRUCTIONS:

1. Your first customer is Michael Jordan. He wants a necklace for his wife that has 1/2 as many diamonds as the display necklace which has 24 diamonds.

   Show what Mrs. Jordan's necklace looks like and tell how you figured out how many diamonds to put on it.



2. Your next customer is James Bond. He would like a necklace that has 1/3 as many diamonds as the display necklace which has 24 diamonds.

   Show what his necklace looks like and tell how you figured out how many diamonds to put on it.

3. One of the Spice Girls is your last customer. She wants a necklace that has 1/4 of the number of diamonds as in the display necklace which has 24.

   Show what the singer's necklace looks like and tell how you figured out how many diamonds to put on it.

GRADE 2
PERFORMANCE ASSESSMENT

MATHEMATICS

Teacher Booklet

Task Title: **Razzle Dazzle Diamonds**

GRADE 2 - PERFORMANCE ASSESSMENT

MATHEMATICS

TASK: Razzle Dazzle Diamonds

CURRICULUM STANDARD ASSESSED:

EALRs – 1.1, 3.1, 4.3

Number Sense

- Uses models to represent halves, thirds, and fourths.
- The student will record necklaces showing 1/2, 1/3, 1/4 of 24 and tell how they figured out how many diamonds are on each necklace.

ASSESSMENT PROTOCOL:

1. This assessment is to be done in a small group or at 6 individual stations.
2. Each student should have the necessary manipulatives and individual record sheets at their desk or station.
3. Teachers should carefully review the instructions with students orally before they begin.
4. Remind students that they will be using the same wire to make 3 different necklaces, so they should not fasten their necklace.

PROBLEM:

You are a jewelry maker in a fancy New York jewelry store. On display in the store window is a beautiful necklace with 24 diamonds. Customers flock to the store to see the necklace, but most cannot afford one with 24 diamonds. The jewelry store owner gives you the job of making necklaces like the display models for customers who want only a fraction of the 24 diamonds.

MATERIALS:

Six student packets, each containing:

A loosely strung necklace with 24 diamonds
(This necklace should be securely fastened.)
A jar or small container of 24 diamonds
A necklace sized string or wire
Laminated 6” diameter circles with lines drawn to show 1/2, 1/3, 1/4
Paper
Pencils
Four small cups
Meat tray or pie tin

INSTRUCTIONS:

1. Your first client is Michael Jordan. He wants a necklace for his wife that has 1/2 as many diamonds as the display necklace which has 24 diamonds.

   Show what Mrs. Jordan's necklace looks like and tell how you figured out how many diamonds to put on it.

2. Your next customer is James Bond. He would like a necklace that has 1/3 as many diamonds as the display necklace which has 24 diamonds.

   Show what his necklace looks like and tell how you figured out how many diamonds to put on it.

3. One of the Spice Girls is your last customer. She wants a necklace that has 1/4 of the number of diamonds as in the display necklace which has 24.

   Show what the singer's necklace looks like and tell how you figured out how many diamonds to put on it.

GRADE 2
PERFORMANCE ASSESSMENT

MATHEMATICS

Anchor Paper Commentaries

Task Title: **Razzle Dazzle Diamonds**

GRADE 2 - PERFORMANCE ASSESSMENT

MATHEMATICS

TASK: Razzle Dazzle Diamonds

Problem Solving:

4 The student drew accurate pictures of necklaces showing 1/2 of 24 beads=12 beads on the necklace, 1/3 of 24 beads=8 beads on the necklace and 1/4 of 24=6 beads on the necklace. The writing portion demonstrated the student understood the beads needed to be in equal groups (8+8+8=24 or 12+12=24 or “I used 3 cups and put one in at a time, there were 8 in the cup”).

3 The student’s response contained a minor error in either the drawing (one bead off on necklace) or numerical representation. Example: Necklace shows 6 beads but student writes he/she made 6 piles of beads rather than 4 piles for the fraction 1/4 of 24.

2 Student shows some understanding of fractions but was unable to consistently demonstrate that knowledge. For example, the student was able to show 1/2 and 1/4 correctly, but did not carry through with equal grouping on 1/3 of 24.

1 The student tried to solve the problem. He/she understood necklaces were being made but was unable to accurately represent the fractions. Representation for one of the fractions may be correct, but the student may not have completed all the work or had multiple errors.

GRADE 2 - PERFORMANCE ASSESSMENT

MATHEMATICS

TASK: Razzle Dazzle Diamonds

Communication:

4 When writing how he/she figured out the problem, the student clearly explained a process ("I knew," "I sorted") which included knowledge of equal grouping (such as 8+8+8=24 or 2 groups of 12=24). The student wrote in complete thoughts with details and drew a necklace that accurately represented the written explanation.

3 The student's writing contained numerical information (such as 12+12=24) but lacked a detailed explanation of a process used to solve the problem. The information given may not be supported by both the picture and the writing. The student wrote in complete thoughts.

2 The student's writing contained some of the numerical information. There was some demonstration of a process used ("I made piles."). The information presented in the written work does not support the calculations or drawings.

1 The student's writing contained little or no relevant numerical information. Evidence of a process is missing. The writing may be organized but does not address the problem to be solved.