

Second Grade Assessments and Scoring Checklists, Common Core State Standards

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*Note to teacher: Delete page 57 in the student book from Checkup 3 as it no longer aligns with the CCSS.

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Grade 2: CCSS Assessment Map

	First Month of School	End of Quarter 1 or end of October	End of Quarter 2 or mid-January	End of Quarter 3 Or March	End of Quarter 4 End of Year
Number Corner Baseline Assessment	√				
Number Corner Checkup 1		√ No changes made to assessment			
Number Corner Checkup 2			√ Replace page 38 in the student book		
Number Corner Checkup 3				√ Delete page 57 in the student book	
Number Corner Checkup 4					√ Replace all 4 pages with new assessment

Class checklists have been created for each of the Baseline and Quarterly Checkups. When appropriate, replacement pages were created to the Checkups to more closely align with the Common Core State Standards. Consider using the Shopping Problems 5-7 on pages 82-84 in the Number Corner Student Book for additional problem solving with multi-digit computation.

August & September Assessment

ASSESSMENT

Baseline Assessment

Overview

Sometime during the first week or two of school, students spend three Number Corner periods completing a five-page baseline assessment in place of regular workouts. Students complete the first page one day during Number Corner, pages 2–4 the next day during Number Corner, and page 5 the next.

Timing

Within the first 2–3 weeks of school

Skills

- counting by ones forward and backward from 1 to 100
- counting by twos, fives, and tens to 100
- writing, comparing, and ordering numbers to 100
- quickly recalling addition facts and related subtraction facts for sums equal to 10
- solving and creating word problems
- recognizing coins by name and value

You'll need

- Baseline Assessment, pages 1-5 (Blacklines NC 0.A – 0.E, run 1 copy of each sheet on a transparency; run a class set)
- Baseline Assessment Class Checklist (Blackline NC 0.F, run as needed)

We recommend that you administer this assessment within the first two or three weeks of school to get a sense of students' comfort level with key concepts and skills taught in first grade. This assessment may also prove useful if you don't already have your own school or district instrument to use in gauging the skill level of your incoming second graders.

Baseline Assessment, Part 1: page 1

The first page is a set of 20 addition facts and a set of 20 subtraction facts. We recommend that you conduct this part of the assessment as a timed test to get a sense of children's fluency with basic facts to 10. After you have distributed a copy of the sheet to each student, look it over with the class. Explain that you are going to give them 2 minutes to complete as many of the addition facts as they can. Then you will take a break and give them 2 minutes to complete as many of the subtraction facts as they can. After that, you will give them more time to finish any of the addition and subtraction combinations they didn't get to the first time around.

When the students understand what is going to happen, start the 2-minute timing for the addition section. At the end of 2 minutes, give students a calm and quiet signal to stop, and ask them to draw a vertical line on their paper directly after the last addition problem they completed, so you can see how many they finished in the given time. Model this at

the board, if necessary. Remind them that they will have time to complete any problems they didn't finish in a few minutes.

Before you have the class start the subtraction section, take a minute or two to be certain children understand these are subtraction, not addition combinations. Do a couple of simple subtraction problems on the board with the class as a warm-up before you begin the 2-minute timing.

Blackline NC 0.A						
NAME _____			DATE _____			
Baseline Assessment page 1 of 5						
1 Add						
$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$
6 + 4 = _____		1 + 9 = _____		5 + 5 = _____		
7 + 2 = _____		5 + 4 = _____		8 + 0 = _____		
2 Subtract						
$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$
9 - 3 = _____		7 - 5 = _____		10 - 8 = _____		
7 - 1 = _____		9 - 4 = _____		7 - 4 = _____		

When you have finished the 2-minute timing for the subtraction section, ask students to draw a vertical line on their paper directly after the last subtraction problem they completed, so you can see how many they finished in the given time. Next, give students another 10 minutes or so to complete any remaining addition and/or subtraction combinations. Then collect the papers, and reassure students that if they didn't finish all the combinations, or found some of them difficult, they'll have many opportunities this year to develop more speed and proficiency.

Baseline Assessment, Part 2: pages 2–4

At the start Number Corner the second day of testing, distribute copies of pages 2–4 to students. Give them a minute to look through the pages and examine the tasks. Then place page 2 on display at the overhead, and direct students' attention to the problem at the top of the page, marked with a light bulb. Explain that this is a practice problem, and you will all work together to solve it. Then work with input from the class to count forward by 1's and fill in the numbers that are missing from the sequence.

Blackline NC 0.D

NAME _____ DATE _____

Baseline Assessment page 4 of 4

7. Draw a picture and write a word problem to match the equation.

$$9 - 4 = 5$$

8. Solve the problem. Show your work with numbers, pictures, and/or words. Write the answer on the line.

Maria had 3 flowers. Her mom gave her some more flowers. Now Maria has 11 flowers. How many flowers did Maria's mom give her?

Maria's mom gave her _____ flowers.

© The Math Learning Center Grade 2 Number Corner

Baseline Assessment, Part 3: page 5

Look over page 5 of the Baseline Assessment with the students. Explain that they need to fill in the bubble to show the name and value of each of the coins at the top of the sheet. When they are finished with that, they need to write the numerals 1–31 in the boxes on the lower part of the sheet as neatly as they can.

You can use the checklist shown on the next page (Blackline NC 0.E) to compile assessment results and get an overview of students' strengths, as well as areas in which they will need more work. The column labeled "CCSS" (Common Core State Standards) indicates which of the Common Core requirements for Grade 2 are addressed by each item.

Although you will provide additional instruction in basic facts, counting, and word problems in the coming months, most of the skills on this assessment are typical of year-end expectations for first graders. If some of your students score less than half the points possible, you may want to refer to the support suggestions on the checklist to provide them with extra help in skills with which they may be struggling. Too, students who score less than a quarter of the possible points may be candidates for special services.

Grade 2 Number Corner Baseline Assessment Class Checklist

Students' Names

Item	CCSS	Points Possible	Support						
1 Quickly recalls addition facts for sums equal to 10 4, 8, 4, 6, 9, 10, 6 5, 7, 10, 7, 9, 8, 8 10, 10, 10 9, 9, 8	1.OA.6	20 pts possible (1 pt for each correct answer entered during a 2-minute timing)	Support G1 Practice Workbook, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56 G1 Student Support 3C (NC Vol. 1, pg. 122) G1 Bridges, Unit 4: Travel Games						
2 Quickly recalls related subtraction facts for sums to 10 5, 3, 3, 5, 1, 0, 1 2, 2, 4, 3, 7, 2, 1 6, 2, 2 6, 5, 3	1.OA.6	20 pts possible (see item 1 for scoring description)							
3a Counts by ones forward from 1 to 100 17, 19, 20, 21 90, 91, 93	1.NBT.1	7 pts (1 pt for each correct number in the sequence)	Support G1 Student Support 7A (NC Vol. 2, pgs. 298–300) G1 Student Support 8B & 8C (NC Vol. 2, pgs. 349–351) G1 Student Support 10C & 10D (NC Vol. 2, pgs. 430–431) G1 Supplement Set A1, Numbers to 120, Activities 2 and 4 G1 Supplement Set A5, Place Value, Activities 1, 2 & 3 G1 Practice Book, pages 1, 2, 3, 9, 11, 16, 19, 20, 23, 27, 30, 33, 36, 42, 43, 46, 48, 70						
3b Counts by ones backward from 100 21, 20, 19 99, 97, 94	1.NBT.1	6 pts (1 pt for each correct number in the sequence)							
3c Counts by twos forward from 1 to 100 6, 10, 14 86, 88, 92	1.NBT.1	6 pts (1 pt for each correct number in the sequence)							
3d Counts by fives forward from 1 to 100 15, 25, 30 75, 80, 90, 100	2.NBT.2	7 pts (1 pt for each correct number in the sequence)							
4 Compares numbers to 100 (identifies the number in each pair that is more) 48, 51, 72	1.NBT.3	3 pts (1 pt for each correct response)							
5 Compares numbers to 100 (identifies the number in each pair that is less) 24, 36, 18	1.NBT.3	3 pts (1 pt for each correct response)							
6 Orders numbers to 100 18, 25, 36, 65, 79, 81	1.NBT.3	6 pts (1 pt for each correct number in the sequence)							
7 Draws a picture and writes a word problem to match $9 - 4 = 5$	1.OA.1	2 pts (1 pt for a picture that matches the equation; 1 pt for a written story problem, that matches the equation.)	Support G1 Supplement Set A3, Addition & Subtraction on the Number Line, Act. 1 & 2 G1 Supplement Set B1, Properties & Relationships, Activities 1–3, Ind. WS 1–3 Bridges Practice Workbook, pages 4, 5, 8, 9, 20, 25, 26, 44, 45, 47, 62–64, 69, 70, 71, 72						
8 Solves a word problem that involves finding the missing addend (Answer: 8)	1.OA.1	2 pts (1 pt for showing work; 1 pt for the correct answer)							
9 Identifies the name and value of 4 different coins (Choice 3: dime/10¢; Choice 4: quarter/25¢; Choice 1: penny/1¢; Choice 2: nickel/5¢)	2.MD.8	4 pts (1 for each correct response)	Support G1 Support Activities 1B, 4A, 4B, 5A, 8A, 10A						
10 Writes numerals from 1–31	1.NBT.1	31 pts (1/2 pt for each numeral written where it belongs in the sequence; 1/2 for each numeral written without reversals or reversed digits)	Support See the Kindergarten and Grade 1 Practice Books for lots of pages that will provide more practice with numeral writing.						
Total Score/Level of Proficiency*		117 pts							

* Meeting Standard: 88 – 117 points (75–100% correct)
Strategic: 30 – 58 points (25–49% correct)

Approaching Standard: 59 – 87 points (50–74% correct)
Intensive: 29 points or fewer (24% or less correct)

NAME _____

DATE _____

Baseline Assessment page 1 of 5

1. Add

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$6 + 4 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$7 + 2 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$8 + 0 = \underline{\quad}$

2. Subtract

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$9 - 3 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$7 - 1 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

NAME _____ DATE _____

Baseline Assessment page 2 of 5

3. Counting Patterns



Practice 5, 6, 7, _____, _____, 10, _____, _____

a. **Count forward** to fill in the missing numbers.

15, 16, _____, 18, _____, _____, _____



88, 89, _____, _____, 92, _____, 94

b. **Count backward** to fill in the missing numbers.

25, 24, 23, 22, _____, _____, _____



100, _____, 98, _____, 96, 95, _____

c. **Count by 2's** to fill in the missing numbers.

2, 4, _____, 8, _____, 12, _____



80, 82, 84, _____, _____, 90, _____

NAME _____ DATE _____

Baseline Assessment page 3 of 5

3. Counting Patterns, continued

d **Count by 5's** to fill in the missing numbers.

5, 10, _____, 20, _____, _____, 35



65, 70, _____, _____, 85, _____, 95, _____

4. Circle the number in each pair that is **more**.

a.



48 36

b.

51 15

c.

27 72

5. Circle the number in each pair that is **less**.

a.



24 73

b.

63 36

c.

81 18

6. These numbers are mixed up! Write them **from least to most** on the lines below.**Practice**

34

19

43

6

least

most



65

18

79

81

36

25

least

most

NAME _____ DATE _____

Baseline Assessment page 4 of 5

7. Draw a picture and write a word problem to match the equation.

$$9 - 4 = 5$$

8. Solve the problem. Show your work with numbers, pictures, and/or words. Write the answer on the line.





Maria had 3 flowers. Her mom gave her some more flowers. Now Maria has 11 flowers. How many flowers did Maria's mom give her?

Maria's mom gave her _____ flowers.

NAME _____ DATE _____

Baseline Assessment page 5 of 5

9. Fill in the bubble to show the name and value of each of the coins below.

	penny 1¢ <input type="radio"/>	nickel 5¢ <input type="radio"/>	dime 10¢ <input type="radio"/>	quarter 25¢ <input type="radio"/>
	penny 1¢ <input type="radio"/>	nickel 5¢ <input type="radio"/>	dime 10¢ <input type="radio"/>	quarter 25¢ <input type="radio"/>
	penny 1¢ <input type="radio"/>	nickel 5¢ <input type="radio"/>	dime 10¢ <input type="radio"/>	quarter 25¢ <input type="radio"/>
	penny 1¢ <input type="radio"/>	nickel 5¢ <input type="radio"/>	dime 10¢ <input type="radio"/>	quarter 25¢ <input type="radio"/>

10. Write the numbers 1 through 31 in the boxes below.

Grade 2 Number Corner Baseline Assessment Class Checklist

Students' Names

Item	CCSS	Points Possible	Support					
1 Completes ___ out of 20 addition facts in 2 minutes 4, 8, 4, 6, 9, 10, 6 5, 7, 10, 7, 9, 8, 8 10, 10, 10 9, 9, 8	1.OA.6	4 pts possible 4 pts: 18 – 20 correct OR 3 pts: 16 – 17 correct OR 2 pts: 14 – 15 correct OR 1 pt: 12 – 13 correct OR 0 pts: 11 or fewer correct 4 pts possible (see item 1 for scoring description)	Support G1 Practice Workbook, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56 G1 Student Support 3C (NC Vol. 1, pg. 122) G1 Bridges, Unit 4: Travel Games					
2 Completes ___ out of 20 subtraction facts in 2 min. 5, 3, 3, 5, 1, 0, 1 2, 2, 4, 3, 7, 2, 1 6, 2, 2 6, 5, 3	1.OA.6	4 pts possible (see item 1 for scoring description)						
3a Counts by ones forward from 1 to 100 17, 19, 20, 21 90, 91, 93	1.NBT.1	7 pts (1 pt for each correct number in the sequence)	Support G1 Student Support 7A (NC Vol. 2, pgs. 298–300)					
3b Counts by ones backward from 100 21, 20, 19 99, 97, 94	1.NBT.1	6 pts (1 pt for each correct number in the sequence)	G1 Student Support 8B & 8C (NC Vol. 2, pgs. 349–351)					
3c Counts by twos forward from 1 to 100 6, 10, 14 86, 88, 92	1.NBT.1	6 pts (1 pt for each correct number in the sequence)	G1 Student Support 10C & 10D (NC Vol. 2, pgs. 430–431)					
3d Counts by fives forward from 1 to 100 15, 25, 30 75, 80, 90, 100	2.NBT.2	7 pts (1 pt for each correct number in the sequence)	G1 Supplement Set A1, Numbers to 120, Activities 2 and 4					
4 Compares numbers to 100 (identifies the number in each pair that is more) 48, 51, 72	1.NBT.3	3 pts (1 pt for each correct response)	G1 Supplement Set A5, Place Value, Activities 1, 2 & 3					
5 Compares numbers to 100 (identifies the number in each pair that is less) 24, 36, 18	1.NBT.3	3 pts (1 pt for each correct response)	G1 Practice Book, pages 1, 2, 3, 9, 11, 16, 19, 20, 23, 27, 30, 33, 36, 42, 43, 46, 48, 70					
6 Orders numbers to 100 18, 25, 36, 65, 79, 81	1.NBT.3	6 pts (1 pt for each correct number in the sequence)						
7 Draws a picture and writes a word problem to match 9 – 4 = 5	1.OA.1	2 pts (1 pt for a picture that matches the equation; 1 pt for a written story problem, that matches the equation.)	Support G1 Supplement Set A3, Addition & Subtraction on the Number Line, Act. 1 & 2 G1 Supplement Set B1, Properties & Relationships, Activities 1–3, Ind. WS 1–3 Bridges Practice Workbook, pages 4, 5, 8, 9, 20, 25, 26, 44, 45, 47, 62–64, 69, 70, 71, 72					
8 Solves a word problem that involves finding the missing addend (Answer: 8)	1.OA.1	2 pts (1 pt for showing work; 1 pt for the correct answer)						
9 Identifies the name and value of 4 different coins (Choice 3: dime/10¢; Choice 4: quarter/25¢; Choice 1: penny/1¢; Choice 2: nickel/5¢ 10 Writes numerals from 1–31	2.MD.8	4 pts (1 for each correct response)	Support G1 Support Activities 1B, 4A, 4B, 5A, 8A, 10A					
	1.NBT.1	2 pts possible (1 pt for writing the correct numerals in the correct order; 1 pt for writing them without any reversals)	Support See the Kindergarten and Grade 1 Practice Books for lots of pages that will provide more practice with numeral writing.					
Total Score/Level of Proficiency*		56 pts						

* Meeting Standard: 42 – 56 points (75–100% correct)
Strategic: 14 – 27 points (25–49% correct)

Approaching Standard: 28 – 41 points (50–74% correct)
Intensive: 13 points or fewer (24% or less correct)

NAME _____

DATE _____



Number Corner Check-Up 1 sheet 1

Add

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$5 + 10 = \underline{\quad}$

$3 + 10 = \underline{\quad}$

$10 + 7 = \underline{\quad}$

$4 + 10 = \underline{\quad}$

$10 + 6 = \underline{\quad}$

$10 + 2 = \underline{\quad}$

$1 + 10 = \underline{\quad}$

$10 + 10 = \underline{\quad}$

Subtract

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

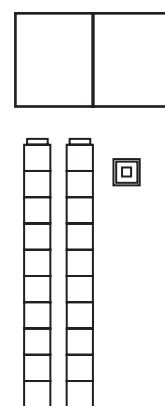
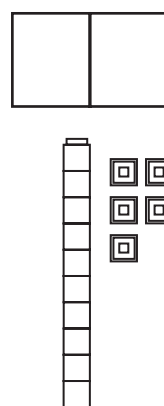
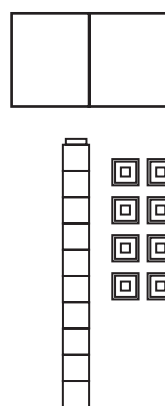
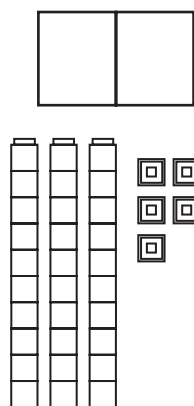
$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

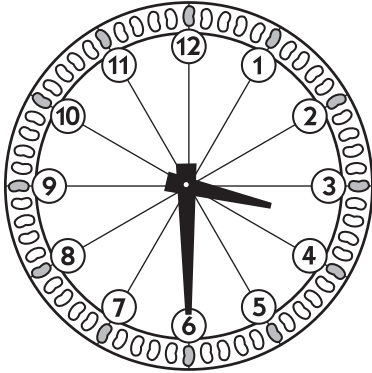
$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

Write the number to show how many Unifix cubes there are, in each of the four sections below.

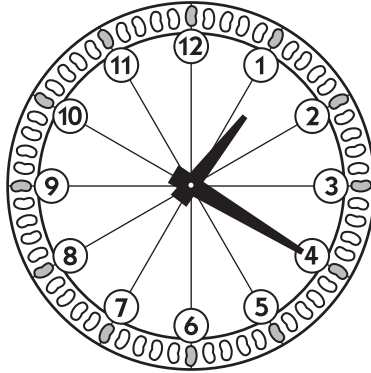


Number Corner Check-Up 1 sheet 2

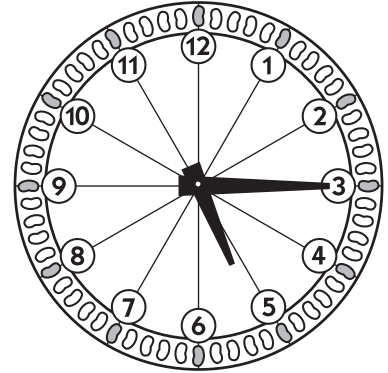
Finish writing the time for each clock.



3: _____



1: _____



5: _____

Count the money in each box.

	_____ ¢
	_____ ¢
	_____ ¢
	_____ ¢

Draw 2 different ways to make 26¢ with coins.

	26¢
	26¢

Grade 2 Number Corner Checkup 1 Class Checklist

Students' Names

Item	CCSS	Points Possible	Support						
1 Completes _____ out of 22 addition facts correctly. Row 1: 10, 9, 14, 8, 16, 17, 18 Row 2: 6, 7, 8, 9, 12, 13, 16 Row 3: 15, 13, 17, 14 Row 4: 16, 12, 11, 20	2.OA.2	20 – 22 correct: 4 pts. 18 – 19 correct: 3 pts. 16 – 17 correct: 2 pts. 14 – 15 correct: 1 pt. 13 or fewer correct: 0 pts.	Support G1 Practice Book, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56 G1 Number Corner Teacher's Guide, Vol. 1, Student Support Activity 3C (p. 122) G1 Number Corner Teacher's Guide, Vol. 2 Student Support Activities 6D (pp. 253–254), 7C (pp. 302–303)						
2 Completes _____ out of 14 subtraction facts correctly. Row 1: 3, 11, 6, 17, 10, 18, 16 Row 2: 2, 1, 3, 1, 5, 1, 8	2.OA.2	13 – 14 correct: 4 pts. 11 – 12 correct: 3 pts. 9 – 10 correct: 2 pts. 7 – 8 correct: 1 pt. 6 or fewer correct: 0 pts.							
3 Writes 35 to represent 3 stacks of 10 and 5 individual Unifix cubes.	1.NBT.2	1 pt	Support G1 Practice Book, pages 3, 16, 19, 20, 23, 25, 26, 27, 30, 33, 42, 57, 68, 69, 70, 71 G1 Number Corner Teacher's Guide, Vol. 1, Student Support Activity 4C (p. 168) G1 Number Corner Teacher's Guide, Vol. 2 Student Support Activities 7B (pp. 300–301), 10B (p. 429)						
4 Writes 18 to represent 1 stack of 10 and 8 individual Unifix cubes.	1.NBT.2	1 pt							
5 Writes 15 to represent 1 stack of 10 and 5 individual Unifix cubes.	1.NBT.2	1 pt							
6 Writes 21 to represent 2 stacks of 10 and 1 individual Unifix cubes.	1.NBT.2	1 pt							
7 Tells time to the half hour (3:30).	2.MD.7	1 pt	Support G1 Practice Book, pages 28, 61 G1 Number Corner Teacher's Guide, Vol. 1, Student Support Activity 3A (pp. 120–121) G1 Number Corner Teacher's Guide, Vol. 2 Student Support Activities 6C (pp. 252–253), 7A (pp. 298–300)						
8 Tells time to 5-minute increments (1:20)	2.MD.7	1 pt							
9 Tells time to the quarter hour (5:15).	2.MD.7	1 pt							
10 Counts dimes & pennies (31¢).	2.MD.8	1 pt	Support G1 Practice Book, pages 16, 23, 27, 33, 57, 68 G1 Number Corner Teacher's Guide, Vol. 1, Student Support Activities 1B (p. 74), 4A & 4B (pp. 166–167), 5A (pp. 206–207) G1 Number Corner Teacher's Guide, Vol. 2 Student Support Activities 8A (pp. 348–349), 10A (p. 428)						
11 Counts dimes & nickels (30¢).	2.MD.8	1 pt							
12 Counts dimes, nickels & pennies (27¢).	2.MD.8	1 pt							
13 Counts quarters, dimes, nickels, and pennies (61¢).	2.MD.8	1 pt							
14 Shows 2 different ways to make 26¢.	2.MD.8	2 pts (1 for each valid response)							
Total Score/Level of Proficiency*		21 pts							

* Meeting Standard: 16 – 21 points (75–100% correct)
Strategic: 5 – 10 points (25–49% correct)
Approaching Standard: 11 – 15 points (50–74% correct)
Intensive: 4 points or fewer (24% or less correct)

NAME _____

DATE _____



Number Corner Check-Up 2 sheet 1

Add

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

Subtract

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

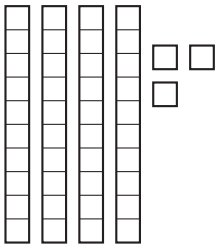
$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 8 \\ \hline \end{array}$$

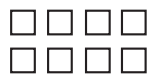
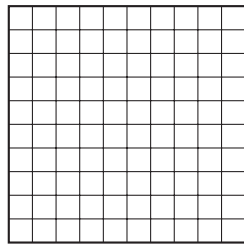
$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$$

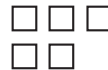
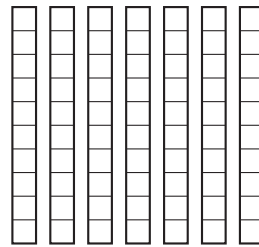
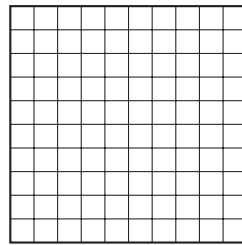
Count by 100's, 10's, and 1's to find the total in each section below.



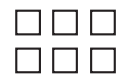
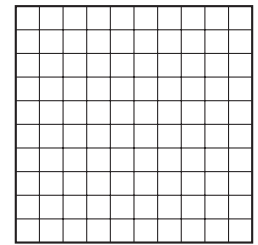
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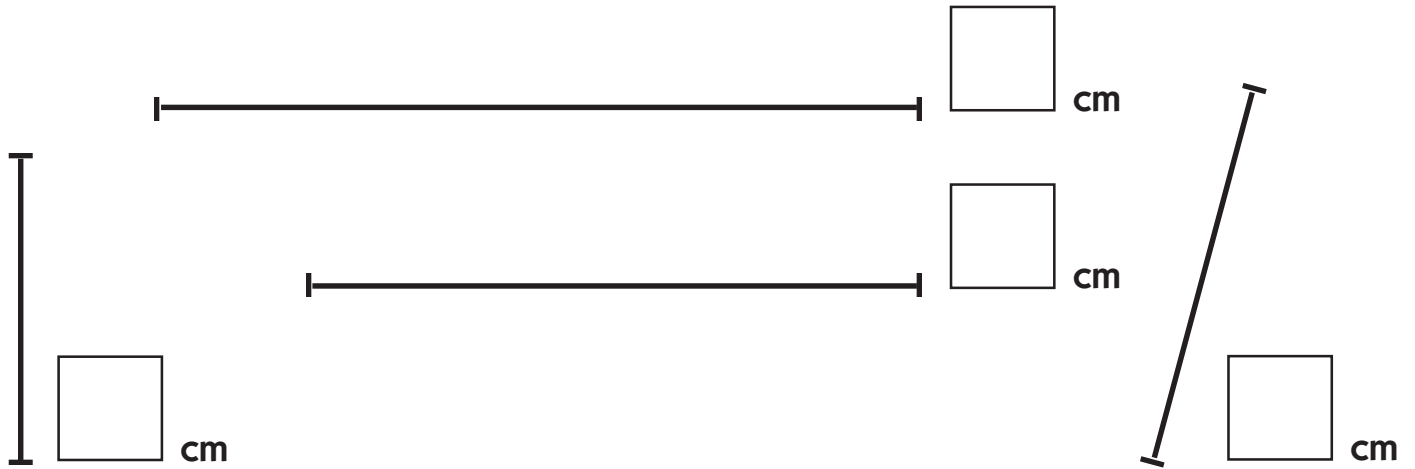
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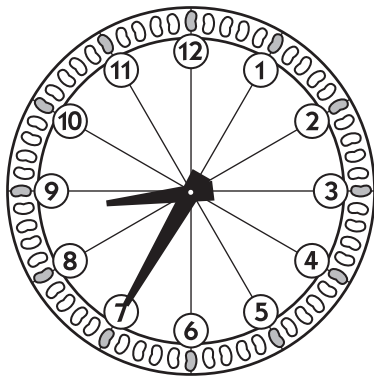
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Number Corner Check-Up 2 sheet 2

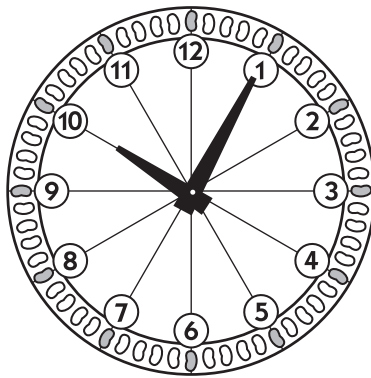
Use a centimeter ruler to measure each of these lines.



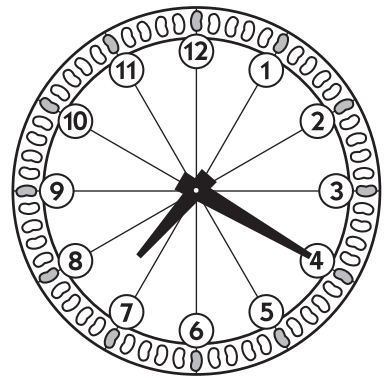
Write the times.



_____ : _____

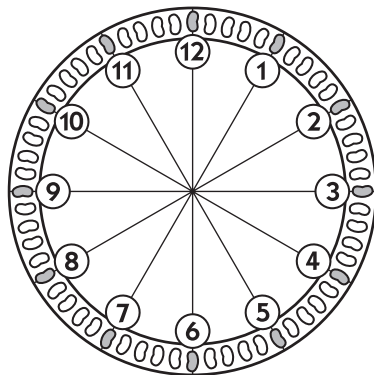


_____ : _____

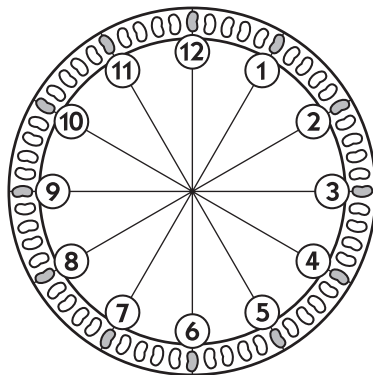


_____ : _____

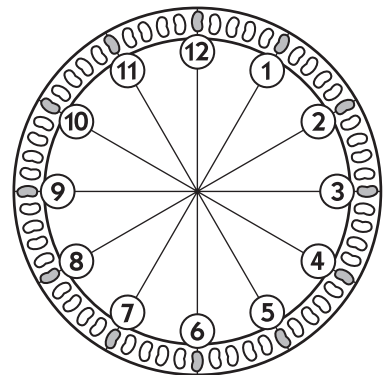
Draw the hands to show the times.



6:15

























9:25



1:50

Number Corner Check-Up 2 sheet 3

Circle the coins you'd need to pay for each item below.

 Apple 36¢	     
 Pencil 27¢	      
 Pen 65¢	    
 Balloon 25¢	     

Choose two of the adding problems below. Pick the ones that seem best for you – not too hard, and not too easy. Use Unifix cubes, base ten pieces, pictures, or number sentences to solve the problem. Show all of your work in the boxes. (Attach another piece of paper if you need more room.)

$$\begin{array}{r} 19 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ + 17 \\ \hline \end{array}$$

Grade 2 Number Corner Checkup 2 Class Checklist

Students' Names

Item	CCSS	Points Possible	Support						
1 Completes _____ out of 14 addition facts correctly. Row 1: 10, 18, 13, 14, 15, 14, 13 Row 2: 5, 12, 13, 14, 15, 16, 15	2.OA.2	13 – 14 correct: 4 pts. 11 – 12 correct: 3 pts. 9 – 10 correct: 2 pts. 7 – 8 correct: 1 pt. 6 or fewer correct: 0 pts.	Support G1 Practice Book, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56 G2 Supplement Set A1, Addition & Subtraction, Activities 2, 3 & 4 G2 Supplement Set A2, Solving Equations, Activities 1 & 2 and Ind. Worksheets 1 & 2 G2 Work Places 4B, 4C, 4D, 5A, 5B, 5D G2 Practice Book, pages 3, 5, 9, 11, 13, 14, 17, 23, 27, 31, 33, 35, 41, 45, 49, 51, 53, 55, 56, 57, 59, 63, 64, 69, 71, 73, 77, 79, 85						
2 Completes _____ out of 14 subtraction facts correctly. Row 1: 3, 10, 9, 7, 5, 8, 8 Row 2: 6, 1, 3, 7, 10, 1, 0	2.OA.2	13 – 14 correct: 4 pts. 11 – 12 correct: 3 pts. 9 – 10 correct: 2 pts. 7 – 8 correct: 1 pt. 6 or fewer correct: 0 pts.							
3 Counts by 10's and 1's to get 43, and records the digits correctly in the boxes provided.	1.NBT.2	1 pt.	Support G1 Practice Book, pages 3, 16, 19, 20, 23, 25, 26, 27, 30, 33, 42, 57, 68, 69, 70, 71 G2 Supplement Set A4, Place Value, Activities 1 – 6 and Ind. Worksheets 1 & 2 G2 Work Places 8F, 9A G2 Practice Book, pages 29, 48, 60, 67, 72, 87, 89, 91, 93, 95, 101, 107, 109, 113						
4 Counts by 100's, 10's, and 1's to get 108, and records the digits correctly in the boxes provided.	2.NBT.1	1 pt.							
5 Counts by 100's, 10's, and 1's to get 175, and records the digits correctly in the boxes provided.	2.NBT.3	1 pt.							
6 Counts by 100's, 10's, and 1's to get 116, and records the digits correctly in the boxes provided.	2.NBT.3	1 pt.							
7 Measures a line correctly in centimeters (10 cm)	2.MD.1	1 pt.	Support G2 Supplement Set D3, Length in Metric Units, Activities 1–3 G2 Practice Book, pages 30, 44, 124, 126						
8 Measures a line correctly in centimeters (8 cm)	2.MD.1	1 pt.							
9 Measures a line correctly in centimeters (4 cm)	2.MD.1	1 pt.							
10 Measures a line correctly in centimeters (5 cm)	2.MD.1	1 pt.							
11 Tells time to 5-minute increments (8:35)	2.MD.7	1 pt.	Support G1 Practice Book, pages 28, 61 G2 Supplement Set D5, Telling Time, Activities 1 & 2 and Ind. Worksheets 1, 2 & 4 G2 Work Place 3B G2 Practice Book, pages 39, 90, 97, 103, 115, 135, 142						
12 Tells time to 5-minute increments (10:05)	2.MD.7	1 pt.							
13 Tells time to 5-minute increments (7:20)	2.MD.7	1 pt.							
14 Draws the hands to show time to a 5-minute increment (6:15)	2.MD.7	1 pt.							
15 Draws the hands to show time to a 5-minute increment (9:25)	2.MD.7	1 pt.							
16 Draws the hands to show time to a 5-minute increment (1:50)	2.MD.7	1 pt.							

Students' Names

Item	CCSS	Points Possible	Support					
17 Counts quarters, dimes, nickels & pennies to make a total of 36¢	2.MD.8	1 pt.	Support G1 Practice Book, pages 16, 23, 27, 33, 57, 68 G2 Supplement Set A6. Money, Activities 1 & 2 and Independent Worksheet 1 G2 Work Places 2B, 8A, 8E, 9E G2 Practice Book, pages 15, 25, 68, 76, 87, 90, 115, 144					
18 Counts quarters, dimes, nickels & pennies to make a total of 27¢	2.MD.8	1 pt.						
19 Counts quarters, dimes, nickels & pennies to make a total of 65¢	2.MD.8	1 pt.						
20 Counts quarters, dimes, nickels & pennies to make a total of 25¢	2.MD.8	1 pt.						
21 Solves two double-digit addition problems (26, 53, 60, 61, 92)	2.NBT.5	4 pts (2 pts per problem) • 1 pt for the correct answer • 1 pt for showing work (i.e. a viable strategy that could lead to the answer) 30 pts		Support G2 Supplement Set A5, Multi-Digit Addition & Subtraction, Activities 1–4 G2 Work Places 9B, 9C, 9D G2 Practice Book, pages 81, 87, 93, 97, 99, 101, 102, 107, 109, 111, 113				
Total Score/Level of Proficiency*								

* Meeting Standard: 23 – 30 points (75–100% correct)
 Strategic: 8 – 14 points (25–49% correct)

Approaching Standard: 15 – 22 points (50–74% correct)
 Intensive: 7 points or fewer (24% or less correct)

NAME _____

DATE _____



Number Corner Check-Up 3 sheet 1

Fill in the rest of the calendar markers, all the way to 31. Don't forget to write in the numbers.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16				

Add

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

Number Corner Check-Up sheet 2

Subtract

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

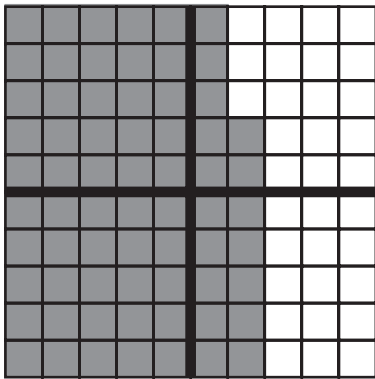
$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

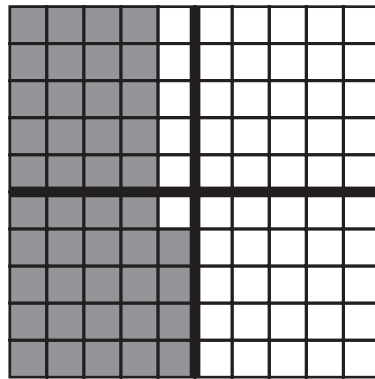
$$\begin{array}{r} 13 \\ - 3 \\ \hline \end{array}$$

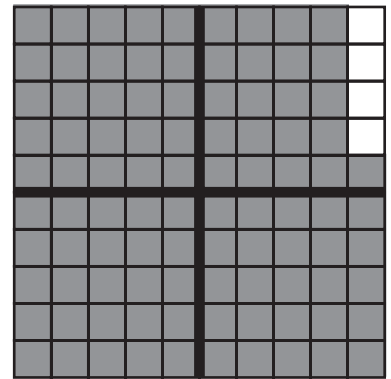
$$\begin{array}{r} 12 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ - 25 \\ \hline \end{array}$$

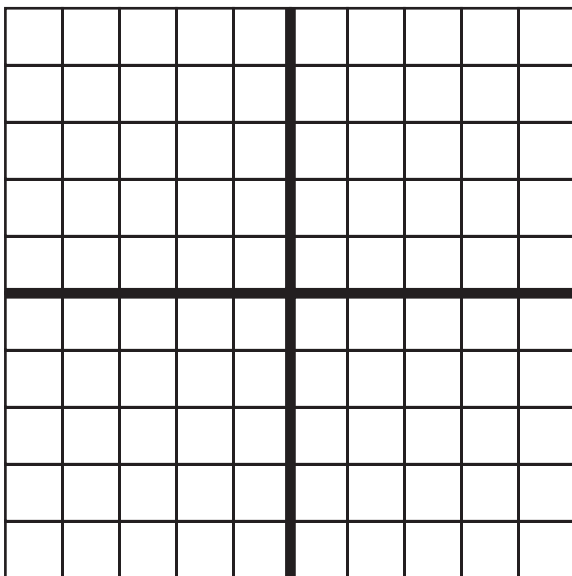
How many boxes have been colored on each grid?



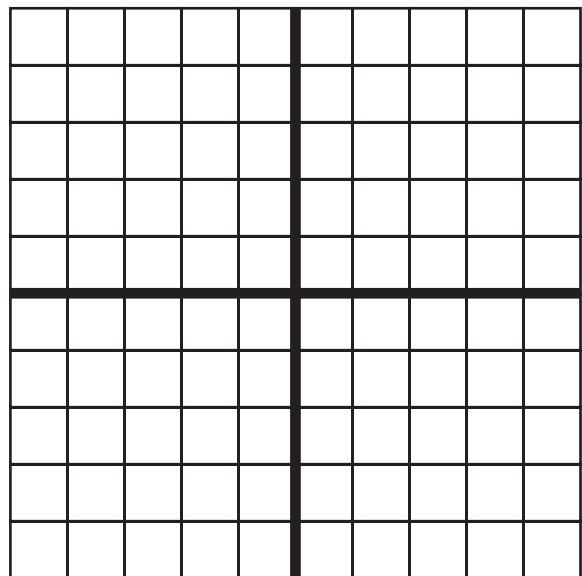




Color in 74 boxes on this grid.



Color in 56 boxes on this grid.



Number Corner Check-Up sheet 3

Add. Show your work.

$\begin{array}{r} 34 \\ + 34 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ + 26 \\ \hline \end{array}$	$\begin{array}{r} 69 \\ + 12 \\ \hline \end{array}$
---	---	---

Subtract. Show your work.

$\begin{array}{r} 37 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ - 15 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ - 24 \\ \hline \end{array}$
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Grade 2 Number Corner Checkup 3 Class Checklist

Item	CCSS	Points Possible	Support
1 Completes a growing shape pattern correctly. (4 squares, 5 circles, 5 squares, 4 circles)	NA	1 pt	<p>Support G1 Practice Book, pages 36, 43, 46, 70, 72 G2 Work Places 2A, 3A, 3C, 3F G2 Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143</p>
2 Writes the numbers from 17 through 31 correctly.	1.NBT.1	1 pt	<p>Support G1 Practice Book, pages 1, 2, 3, 11, 13, 19, 23, 24, 30, 33, 36, 39, 42, 43, 46</p>
3 Completes ___ out of 14 addition facts correctly. Row 1: 9, 16, 16, 18, 17, 17, 18 Row 2: 11, 14, 15, 15, 12, 13, 12	2.OA.2	13 – 14 correct: 4 pts. OR 11 – 12 correct: 3 pts. OR 9 – 10 correct: 2 pts. OR 7 – 8 correct: 1 pt. OR 6 or fewer correct: 0 pts.	<p>Support G1 Practice Book, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56 G2 Supplement Set A1, Addition & Subtraction, Activities 2, 3 & 4 G2 Supplement Set A2, Solving Equations, Activities 1 & 2 and Ind. Worksheets 1 & 2 G2 Work Places 4B, 4C, 4D, 5A, 5B, 5D G2 Practice Book, pages 3, 5, 9, 11, 13, 14, 17, 23, 27, 31, 33, 35, 41, 45, 49, 51, 53, 55, 56, 57, 59, 63, 64, 69, 71, 73, 77, 79, 85</p>
4 Completes ___ out of 14 subtraction facts correctly. Row 1: 7, 10, 6, 8, 6, 12, 9 Row 2: 5, 4, 8, 7, 10, 1, 0	2.OA.2	13 – 14 correct: 4 pts. OR 11 – 12 correct: 3 pts. OR 9 – 10 correct: 2 pts. OR 7 – 8 correct: 1 pt. OR 6 or fewer correct: 0 pts.	
5 Counts the number of boxes that have been colored in on the grid accurately (67)	2.NBT.2	1 pt	<p>Support G1 Practice Book, pages 3, 16, 19, 20, 23, 25, 26, 27, 30, 33, 42, 57, 68, 69, 70, 71 G2 Supplement Set A4, Place Value, Activities 1–6 and Ind. Worksheets 1 & 2 G2 Work Places 8F, 9A, G2 Practice Book, pages 29, 48, 60, 67, 72, 87, 89, 91, 93, 95, 101, 107, 109, 113</p>
6 Counts the number of boxes that have been colored in on the grid accurately (44)	2.NBT.2	1 pt	
7 Counts the number of boxes that have been colored in on the grid accurately (96)	2.NBT.2	1 pt	
8 Colors in 74 boxes on a 100's Grid.	2.NBT.2	1 pt if the boxes are colored in an organized manner (i.e., by 10's & 1's) OR 0 pts if the boxes are colored in at random	
9 Colors in 56 boxes on a 100's Grid.	2.NBT.2	1 pt if the boxes are colored in an organized manner (i.e., by 10's & 1's) OR 0 pts if the boxes are colored in at random	

10 Solves a 2-digit addition problem (34 + 34 = 68)	2.NBT.5	2 pts • 1 pt for the correct answer • 1 pt for showing work	Support G2 Supplement Set A5, Multi-Digit Addition & Subtraction, Activities 1–4 G2 Work Places 8B, 8C, 8D, 9B, 9C, 9D, 9F G2 Practice Book, pages 81, 87, 93, 95, 97, 99, 101, 102, 105, 107, 108, 109, 111, 113, 119, 120, 129, 130, 132, 141
15 Solves a 2-digit addition problem (48 + 26 = 74)	2.NBT.5	2 pts • 1 pt for the correct answer • 1 pt for showing work	
16 Solves a 2-digit addition problem (69 + 12 = 81)	2.NBT.5	2 pts • 1 pt for the correct answer • 1 pt for showing work	
17 Solves a 2-digit subtraction problem (37 – 9 = 28)	2.NBT.5	2 pts • 1 pt for the correct answer • 1 pt for showing work	
18 Solves a 2-digit subtraction problem (25 – 15 = 10)	2.NBT.5	2 pts • 1 pt for the correct answer • 1 pt for showing work	
19 Solves a 2-digit subtraction problem (48 – 24 = 10)	2.NBT.5	2 pts • 1 pt for the correct answer • 1 pt for showing work	
Total Score/Level of Proficiency*		27 pts	

* Meeting Standard: 21 – 27 points (75–100% correct)
 Strategic: 7 – 13 points (25–49% correct)

Approaching Standard: 14 – 20 points (50–74% correct)
 Intensive: 6 points or fewer (24% or less correct)

NAME _____

DATE _____



Number Corner Check-Up 4, Revised sheet 1

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18		

1 Use the calendar pattern to answer these questions:

a What shape would you see on the 20th?

c What shape would you see on the 4th Thursday?

b What shape would you see on the 23rd?

d What shape would you see on the 5th Monday?

2 Write the numbers in the box in order on the lines from least to greatest.

342	314	293	308	423	392
-----	-----	-----	-----	-----	-----

least _____ greatest _____

Number Corner Check-Up 4, Revised sheet 2

3a What does this part of the number $\textcircled{6}72$ mean? Draw or write.

3b What does this part of the number $6\textcircled{7}2$ mean? Draw or write.

3c What does this part of the number $67\textcircled{2}$ mean? Draw or write.

4 Fill in the bubble to show the correct expanded notation for each number.

a 362	$30 + 60 + 2$ <input type="radio"/>	$300 + 6 + 2$ <input type="radio"/>	$300 + 60 + 2$ <input type="radio"/>
b 418	$400 + 1 + 8$ <input type="radio"/>	$400 + 10 + 8$ <input type="radio"/>	$40 + 10 + 80$ <input type="radio"/>
c 108	$100 + 8$ <input type="radio"/>	$10 + 8$ <input type="radio"/>	$1 + 0 + 8$ <input type="radio"/>
d 450	$400 + 5$ <input type="radio"/>	$400 + 50$ <input type="radio"/>	$45 + 0$ <input type="radio"/>

Number Corner Check-Up 4, Revised sheet 3

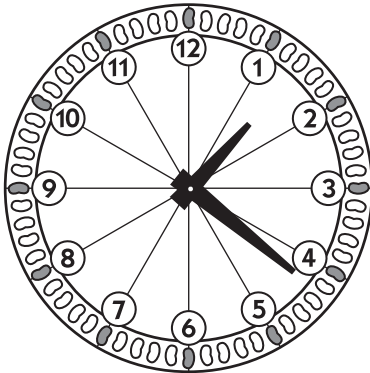
5 Add. Show your work.

$\begin{array}{r} 54 \\ + 29 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ + 34 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ + 57 \\ \hline \end{array}$
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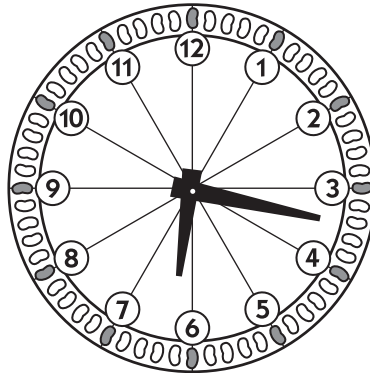
6 Subtract. Show your work.

$\begin{array}{r} 65 \\ - 34 \\ \hline \end{array}$	$\begin{array}{r} 82 \\ - 39 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ - 19 \\ \hline \end{array}$
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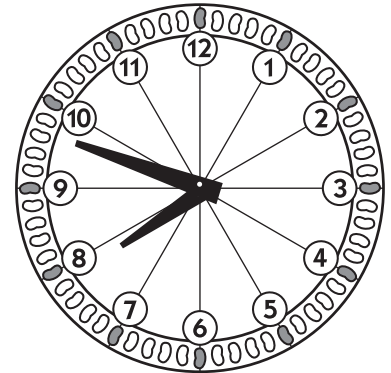
7 Write the times.



_____ ÷ _____







_____ ÷ _____



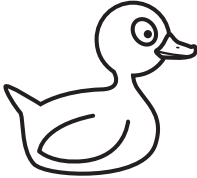
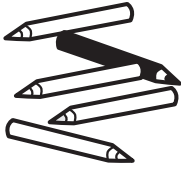








_____ ÷ _____

Number Corner Check-Up 4, Revised sheet 4

8 Fill in the bubble to show the name and value of each coin.

	penny 1¢ <input type="radio"/>	nickel 5¢ <input type="radio"/>	dime 10¢ <input type="radio"/>	quarter 25¢ <input type="radio"/>
	penny 1¢ <input type="radio"/>	nickel 5¢ <input type="radio"/>	dime 10¢ <input type="radio"/>	quarter 25¢ <input type="radio"/>
	penny 1¢ <input type="radio"/>	nickel 5¢ <input type="radio"/>	dime 10¢ <input type="radio"/>	quarter 25¢ <input type="radio"/>
	penny 1¢ <input type="radio"/>	nickel 5¢ <input type="radio"/>	dime 10¢ <input type="radio"/>	quarter 25¢ <input type="radio"/>

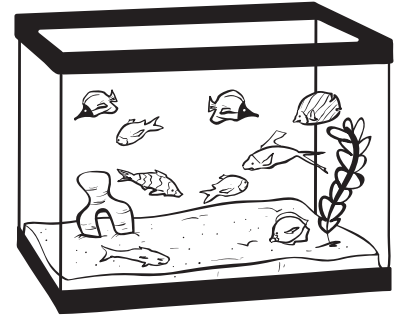
9 Circle the correct amount of money.

 <p>89¢ Circle enough money to pay for 1 duck.</p>	 <p>15¢ each Circle enough money to pay for 3 pencils.</p>
	
	
	
	

Number Corner Check-Up 4, Revised sheet 5

10 Solve the story problems below. Use numbers, pictures, and/or words to show how you got the answer.

- a** The pet store has 2 fish tanks. There are 49 fish in one of the tanks and 28 fish in the other tank. How many fish are there in all? Show your work.



- b** The pet store had 71 cans of cat food. They sold 48 cans of cat food. How many cans of cat food do they have left? Show your work.



Grade 2 Number Corner Checkup 4 Class Checklist

<p>Note: Let students know that in order to get full points for problems 5 and 6, they need to use strategies more efficient than counting by 1's, counting on, or counting backwards. Such strategies include base 10 sketches, use of the open number line, front-ending, etc.</p> <p>Item</p>	<p>CCSS</p>	<p>Points Possible</p>	<p>Support</p>
<p>1a Extends a growing pattern to determine what shape would be displayed on the 20th of the month</p> <p>1b Extends a growing pattern to determine what shape would be displayed on the 23rd of the month</p> <p>1c Extends a growing pattern to determine what shape would be displayed on the 4th Thursday of the month</p> <p>1d Extends a growing pattern to determine what shape would be displayed on the 5th Monday of the month</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>1 pt</p> <p>1 pt</p> <p>1 pt</p> <p>1 pt</p>	<p>Support</p> <p>G2 Work Places 2A, 3A, 3C, 3F</p> <p>G2 Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143</p>
<p>2 Orders six 3-digit numbers from least to most (293, 308, 314, 342, 392, 423)</p> <p>3a Knows that the 6 in 672 means 600 (or 6 groups of 100, or 6 hundreds)</p> <p>3b Knows that the 7 in 672 means 70 (or 7 groups of 10, or 7 tens)</p> <p>3c Knows that the 2 in 672 means 2 (or 2 groups of 1, or 2 ones)</p> <p>4a – 4d Identifies the expanded notation for several 3-digit numbers (Choice 3: 300 + 60 + 2; Choice 2: 400 + 10 + 8; Choice 1: 100 + 8; Choice 2: 400 + 50</p> <p>5 Solve 3 double-digit addition problems. Shows work for each (81, 96, 114)</p>	<p>2.NBT.3</p> <p>2.NBT.1</p> <p>2.NBT.3</p> <p>2.NBT.1</p> <p>2.NBT.3</p> <p>2.NBT.3</p> <p>2.NBT.1</p> <p>2.NBT.3</p> <p>2.NBT.5</p>	<p>6 pts, 1 pt for each number placed correctly in the sequence</p> <p>1 pt</p> <p>1 pt</p> <p>1 pt</p> <p>4 pts, 1 for each correct response</p> <p>6 pts</p> <p>2 pts for each problem:</p> <ul style="list-style-type: none"> • 1 for the correct answer • 1 pt for work that reflects an efficient strategy for adding 2-digit numbers) <p>6 pts</p> <p>2 pts for each problem:</p> <ul style="list-style-type: none"> • 1 for the correct answer • 1 pt for work that reflects an efficient strategy for subtracting 2-digit numbers 	<p>Support</p> <p>G2 Supplement Set A4, Place Value</p> <p>G2 Practice Book (see charts on page iii and v of the teacher's edition for a list of relevant pages)</p> <p>Support</p> <p>G2 Supplement Set A4, Place Value</p> <p>G2 Practice Book (see charts on page iii and v of the teacher's edition for a list of relevant pages)</p> <p>Support</p> <p>G2 Supplement Set A4, Place Value</p> <p>G2 Practice Book (see charts on page iii and v of the teacher's edition for a list of relevant pages)</p> <p>Support</p> <p>G2 Supplement Set A9, More Multi-Digit Addition and Subtraction</p> <p>G2 Practice Book (see chart on page vi of the teacher's edition for a list of relevant pages)</p> <p>Note: There are a variety of web sites that might be used by families over the summer to support students who are still struggling with double-digit computation. An example is IXL Math (http://www.ixl.com/), designed for home, as well as classroom use (Monthly or Yearly Fee)</p>
<p>6 Solve 3 double-digit subtraction problems. Shows work for each (31, 43, 39)</p>	<p>2.NBT.5</p>	<p>6 pts</p> <p>2 pts for each problem:</p> <ul style="list-style-type: none"> • 1 for the correct answer • 1 pt for work that reflects an efficient strategy for subtracting 2-digit numbers 	<p>Support</p> <p>G2 Supplement Set A9, More Multi-Digit Addition and Subtraction</p> <p>G2 Practice Book (see chart on page vi of the teacher's edition for a list of relevant pages)</p> <p>Note: There are a variety of web sites that might be used by families over the summer to support students who are still struggling with double-digit computation. An example is IXL Math (http://www.ixl.com/), designed for home, as well as classroom use (Monthly or Yearly Fee)</p>

7 Tells time to the minute correctly (1:21, 6:17, 7:48)	2.MD.7	3 pts , 1 for each correct answer (Award a point even if the time is off by a minute to one side or the other)	Support G1 Practice Book, pages 28, 61 G2 Supplement Set D5, Telling Time, Activities 1 & 2 and Ind. Worksheets 1, 2 & 4 G2 Work Place 3B G2 Practice Book, pages 39, 90, 97, 103, 115, 135, 142
8 Identifies the name and value of 4 different coins (Choice 3: dime/10¢; Choice 4: quarter/25¢; Choice 1: penny/1¢; Choice 2: nickel/5¢ 9a Counts quarters, dimes, nickels, and pennies to make a collection of 89¢ 9b Counts quarters, dimes, nickels, and pennies to make a collection of 45¢	2.MD.8	4 pts , 1 for each correct response	Support G1 Support Activities 1B, 4A, 4B, 5A, 8A, 10A
	2.MD.8	1 pt	Support G1 Practice Book, pages 16, 23, 27, 33, 57, 68
	2.MD.8	1 pt	G2 Supplement Set A6, Money, Activities 1 & 2 and Independent Worksheet 1 G2 Work Places 2B, 8A, 8E, 9E G2 Practice Book, pages 15, 25, 68, 76, 87, 90, 115, 144
10a Solves a double-digit addition word problem	2.OA.1	3 pts: • 1 pt for the correct answer • 1 pt for showing work that would lead to the correct answer • 1 pt for showing the answer clearly	Support G2 Supplement Set A9, More Multi-Digit Addition and Subtraction G2 Practice Book (see chart on page vi of the teacher's edition for a list of relevant pages) Note: There are a variety of web sites that might be used by families over the summer to support students who are still struggling with double-digit computation. An example is IXL Math (http://www.ixl.com/), designed for home, as well as classroom use (Monthly or Yearly Fee)
10b Solves a double-digit subtraction word problem	2.OA.1	3 pts: (See scoring for problem 10a above)	
Total Score/Level of Proficiency*		44 pts	

* Meeting Standard: 33 – 44 points (75–100% correct)
Strategic: 11 – 21 points (25–49% correct)

Approaching Standard: 22 – 31 points (50–74% correct)
Intensive: 10 points or fewer (24% or less correct)