

Jones County School District

Assessment Blueprint 2013-2014

Grade/Subject Level: 2nd Grade/Math

Team Members: _____

Creating Summative / District Benchmark Tests

Weeks	Standard Reading Literature Reading Info. Writing Language Speaking/Listening	Formative, Summative, or Both	Formative type assessment (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	Summative type Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	Sample Test Item Use Stem Questions to increase rigor for items not found in ELS test bank. (See pages 32-34 on International Center for Leadership in Education Guide.)
	FIRST NINE WEEKS				
Week 1 Unit 1	2.OA.2.1 Use drawings to add and subtract one digit numbers. 2.OA.2.2 Mentally add and subtract within 20. 2.OA.2.3 Know all sums of two digit numbers from memory by the end of Grade 2.	Both	Dry erase boards	MC, ER	Students will mentally add and subtract within 20. Draw illustration to represent the problem solved.
Week 2 Unit 1	2.NBT.5.1 Fluently add numbers from 0-99 w/out regrouping. 2.NBT.5.2 Fluently add numbers from 0-99 with regrouping. 2.NBT.5.3 Fluently subtract numbers from 0-99	both	Dry Erase Boards Cooperative Groups	MC,ER	TSW fluently add and subtract numbers w/out regrouping

	w/out regrouping				
Week 3 Unit 1	2.NBT.5.3 Fluently add numbers from 0-99 with regrouping. 2.NBT.5.4 Fluently subtract numbers from 0-99 with regrouping.	Both	Exit tickets	MC, ER	TSW fluently add and subtract numbers from 0-99 with regrouping.
Week 4 Unit 4	2.NBT.2.1 Count to 1000 by ones. 2.NBT.2.2 Skip count by 5's to 1000. 2.NBT.2.3 Skip count by 10's to 1000 2.NBT.2.4 Skip count by 100's to 1,000 (1 st nine weeks – up to 250) – by 5's and 10's	Both	Cooperative Groups	MC,ER	TSW skip count by 5's and 10's to 1,000.
Week 5 Unit 4	2.MD.7.1 Define a.m. and p.m 2.MD.7.2 Count by 5's to 60 2.MD.7.3 Read time to the nearest 5 minute intervals on analog and digital clocks. 2.MD. 7.4 Write time to the nearest 5 minute intervals correctly from an analog and digital clock.	Both	Exit Tickets Cooperative Groups Small Centers	MC,ER	TSW count by 5's to 60 TSW read time on a clock to the nearest 5 minute intervals on an analog and digital clock.
Week 6 Unit 5	2.MD.8.1 Identify the name of each coin and bill. 2.MD.8.2 Identify the value of each coin and bill 2.MD.8.3 Apply patterns to add like coins using appropriate symbols	both	Small Centers Cooperative Groups	MC,ER	TSW identify the name and value of each coin and bill. TSW apply patterns to add like coins.
Week 7 Unit 6	2.MD.8.4 Add different coins together using appropriate symbols 2.MD.8.5 Add coins and bills together using appropriate symbols 2.MD.8.6 Solve word problems involving money.	Both	Dry erase boards Small Centers manipulatives	MC,ER,CR	TSW add different coins and bills together using appropriate symbols

Week 8 Unit 7	2.NBT.1.1 Identify the ones, tens and hundreds place in a given number. 2. NBT 1.2 Identify how many ones are in a ten 2.NBT. 1.3 Identify how many tens and in a hundred	both	Base ten block Dry erase boards	MC, ER	TSW identify the place of a given number.
Week 9 Unit 7	2.NBT.1.4 Practice grouping ones, tens, and hundreds to build numbers. 2.NBT.1.5 Create bundles of tens to make one hundred. 2.NBT.1.6 Identify place value of a numbers within 1000	both	Base ten blocks Exit tickets Small centers	MC,ER	TSW create bundles to make one hundred and build numbers to one hundred.
SECOND NINE WEEKS					
Week 1 Unit 7	2.NBT.3.1 Read and write numbers within 1000 2.NBT.3.2 Identify any numbers names within 1000 2.NBT.3.3 Use expanded form to read and write numbers within 1000	both	Base ten blocks Dry erase boards Small centers	MC, CR, ER	TSW use expanded form to read, write, and identify number names within 1000
Week 2 Unit 7	2.NBT.4.1 Recognize the symbols <,>= 2.NBT.4.2 Define greater than, less than, or equal to. 2.NBT.4.3 Compare numbers up to 1000 using correct symbols <,>=	Both	Exit tickets Small centers	MC,CR,ER	TSW be able to compare numbers up to 1000 by using correct symbols.
Week 3 Unit 8	2.NBT.2.1 Count to 1000 by ones – up to 750 2.NBT.2.2 Skip count by 5's to 1000 2.NBT.2.3 Skip count by 10's to 1000 2.NBT.2.4 Skip count by 100's to 1000 – up to 500 2.NBT.8.1 Identify place value within 1000 2.NBT.8.2 Count by tens to 900 2.NBT.8.3 Count by hundreds to 1000 2.NBT.8.4 Apply place value knowledge to show that when adding and subtracting 10, the value of the tens place changes. 2.NBT.8.5 Apply place value knowledge	both	Cooperative Groups	MC,CR,ER	TSW skip count and indentify place value to 1000.

Week 4 Unit 11	2.NBT.6.1 Identify place value within 100 2.NBT.6.2 Identify properties of operations 2.NBT.6.3/6.4 Add three two-digit numbers using strategies based on place value and properties of operations 2.NBT.6.5/6.6 Add four two-digit numbers using strategies based on place value and properties of operations	both	Exit tickets Small centers	MC,ER	TSW add three and four two-digit numbers using place value properties and operations.
Week 5 Unit 11	2.NBT.7.1 Identify place value within 1000 2.NBT.7.2 Identify the properties of operation within 1000 2.NBT.7.3 Use the inverse operation 2.NBT.7.4 line up numbers correctly based on place value	Both	Cooperative Groups Small Centers	MC,ER	TSW identify place value, properties of operations within 1000
Week6 Unit 11	2.NBT.7.5 Solve addition and subtraction problems within 1000 using concrete models, drawing, and strategies with and w/out regrouping. 2.NBT.7.6 Tell in my own words which strategies I used to solve the addition and subtraction problems. 2.NBT.9.1 Create models, drawings, or use objects to defend why an addition or subtraction strategy works.	Both	Small Centers	MC,ER	TSW solve addition and subtraction word problems within 1,000 by using different strategies, models, and drawings.
Week 7 Unit 2	2.MD.1.1 Define length in terms of equal units 2.MD.1.2 Identify tools that measure length 2.MD.1.3 Select the appropriate tool to measure the length on an object 2.MD.1.4 Correctly use a selected tool to measure the length of an object	both	manipulatives	MC,ER	TSW measure the length of a given object
Week 8 Unit 2	2.MD.2.1 Select the appropriate tool to measure the length of an object 2.MD.2.2 Measure an object twice using two different standard units. 2.MD.2.3 Compare, contrast, and explain the two measurements	both	manipulatives	MC,CR, ER	TSW measure the length of a given object using the correct standard unit.

Week 9 Unit 9	<p>2.OA.1.1 Locate clue words to help me solve problems and choose when to add or subtract in a word problem.</p> <p>2.OA.1.2 Represent addition and subtraction word problems using objects, drawing, and equations with unknowns in all positions.</p> <p>2.OA.1.3 Solve addition and subtraction word problems that involve on step operations.</p> <p>2.OA.1.4 Solve word problems with unknown numbers in different positions.</p> <p>2.OA.1.5 Solve addition and subtraction word problems that involve two steps.</p> <p>2.OA.1.6 Differentiate between one and two step word problems and choose the correct operation to solve.</p>	both	Exit tickets Small centers	MC,CR,ER	TSW able to solve word problems using measurement data.
	THIRD NINE WEEKS				
Week 1 Unit 9	<p>2.MD.9.1 Measure lengths of objects correctly.</p> <p>2.MD.9.2.Record data of measurements</p> <p>2.MD.9.3 Describe a line plot and horizontal scale</p> <p>2.MD.9.4 Using the collected, create a line plot</p> <p>2.MD.10.1 Describe the parts of a picture graph</p> <p>2.MD.10.3 Create a picture graph</p> <p>2.MD.10.5 Read data a picture graph</p>	formative	Small centers		
Week 2 Unit 9	<p>2.MD.10.2 Describe the parts of a bar graph.</p> <p>2.MD.10.4 Create a bar graph</p> <p>2. MD.10.6 Read data on a bar graph</p> <p>2.MD.10.8 Use data from bar graph to solve problems.</p>	both	Small centers Exit tickets	MC, ER	TSW create and interpret bar graphs.
Week 3 Unit 14	<p>2.MD.3.1 Identify different units of measurements</p> <p>2.MD.3.2 Give examples of objects that relate to the unit</p> <p>2.MD.3.3 Estimate lengths using units of inches, feet, cm, and meters</p>	formative	Manipulatives Small centers		.

Week 4 Unit 14	2.MD.4.1 Select the appropriate tool to measure the length of an object 2.MD.4.2 Correctly use the tool to measure the length of two objects 2. MD.4.3 Compare the length of two objects in terms of standard length units 2.MD,.4.4 Find the difference of two lengths in terms of standard length units	both	Manipulatives Exit tickets	MC,ER, CR	TSW choose the correct tool to measure an object using standard length units.
Week 5 Unit 10	2.G.1.1 Recognize shapes based on given attributes 2. G.1.2 Draw shapes based on given attributes 2.G.1.3 Identify triangle, quadrilaterals, pentagons, hexagons, and cubes 2.G.1.4 Defines attributes such as angles, face, vertices, edges, and corners	Both	Thumbs up	MC,ER,CR	TSW identify shapes based on given attributes.
Week 6 Unit 10	2.G.3.1 Define and model words-halves, thirds, half of, a third of fourths, etc. 2.G.3.2 Identify equal shares 2.G.3.3 Separate circles and rectangles into two, three, or four equal shares. 2.G.3.4 Show that equal shares of identical wholes do not need to have the same shape 2.G.3.5 Create models and drawings to represent fractions.	Both	Small centers	MC,ER,CR	TSW identify fractions.
Week 7 Unit12	2.OA.3.1 Identify even numbers 2.OA.3.2 Identify odd numbers	formative	Marker Boards		
Week 8 Unit 12	2.OA.3.3 Use skip counting patterns to determine even or odd numbers 2.OA.3.4 Create an equation that shows an even number as a sum of doubles (2.OA.3.2/2.OA.3.2)	both	Exit ticket	MC, ER, CR	TSW identify odd and even numbers.
Week 9 Unit 13	2.OA.4.1 Define/understand the meaning of an array 2. OA.4.2 Design an array to model addition with up to 5 rows and 5 columns.	formative	Small Centers Thumbs Up		

	FOURTH NINE WEEKS				
Week 1 Unit 13	2.OA.4.1 Define/understand the meaning of an array. 2.OA.4.2 Design an array to model addition with up to 5 rows and 5 columns. 2.OA.4.3 Write an equation to express the array as the sum of equal addends.	Both	Dry erase boards, exit slips, manipulatives	MC, ER	TSW draw arrays to match a multiplication equation.
Week 2 Unit 13	2.OA.4.1 Define/understand the meaning of an array. 2.OA.4.2 Design an array to model addition with up to 5 rows and 5 columns. 2.OA.4.3 Write an equation to express the array as the sum of equal addends.	Both	Cooperative Groups Manipulatives	MC, ER	TSW design an array to model repeated addition and multiplication.
Week 3 Unit 15	2.OA.1.1 Locate clue words to help me solve problems and choose when to add or subtract in a word problem. 2.OA.1.6 Differentiate between one and two step word problems and choose the correct operation to solve.	Both	Dry Erase Boards Exit ticket Journal	MC, CR	TSW use unravel method to solve various multi-step word problems.
Week 4 Review Major Clusters	Add and subtract within 20. (2.OA.2) Represent and solve problems involving addition and subtraction.	Both	Dry Erase Boards Math drills	MC, ER	TSW review addition and subtraction facts. Draw an illustration to represent the problem solved.
Week 5 Review Major Clusters	Work with time. (2.MD.7)	Both	Student clocks Cooperative groups	MC, ER	TSW read time on a clock to the nearest 5 minute intervals on an analog and digital clock.
Week 6 Review Major Clusters	Work with money. (2.MD.8)	Both	Small centers manipulatives	MC, ER, CR	TSW apply patterns to add like coins.

Week 7 Review Major Clusters	Understand place value. (2.NBT.8) Use place value understanding and properties of operations to add and subtract.	Both	Cooperative groups Base ten blocks	MC, ER	TSW identify place value to 1000.
Week 8 Review Major Clusters	Measure and estimate lengths in standard units. (2.MD.1)	Both	manipulatives	MC, ER	TSW measure the length of a given object using the correct standard unit.
Week 9 Review Major Clusters	Relate addition and subtraction to length. (2.MD.1) (2.MD.2) (2.OA.1)	Both	Manipulatives Small centers	MC, ER, CR	TSW able to solve word problems using measurement data.

