

Grade 2 • Unit 6 • Assessment Guide

Geometry, Time, and Money

For the Parent or Teacher — What to look for

Unit 6 mixes geometry, time, and money. The core diagnostic is whether the student understands EQUAL partitioning — for shapes (halves/thirds/fourths), time (half-hour, quarter-hour), and money (coin values are about equal parts of a dollar).

Problem 1 — Identify quadrilaterals

- Correct circles: square, rectangle, trapezoid, rhombus. (4 quads)
- ★ Strong: recognizes ALL four. Weak: only circles square and rectangle (the "typical" ones).
- Explanation should say something like "4 sides" or "4 corners".

Problem 2 — Draw an irregular hexagon

- Strong: a 6-sided shape with clearly unequal sides — shows they understand hexagon = 6 sides, not just "the shape from pattern blocks."
- Weak: draws the standard regular hexagon despite the instruction.

Problem 3 — Which circles are in thirds?

- Only (a) is in thirds. (b) has 3 parts but unequal. (c) has 2 equal parts (halves).
- ★ Diagnostic: explanation. Strong: "For thirds, all 3 parts must be EQUAL in size."
- Weak: "because it has 3 parts" — confuses count with equality.

Problem 4 — Rectangle in halves two different ways

- Examples: horizontal cut OR vertical cut; diagonal; L-shape that still divides into equal areas.
- ★ Strong: the two halves in each version have EQUAL AREA. Bonus if they realize halves don't need to be the same SHAPE.
- Weak: the cuts don't produce equal-area halves; OR only does one way.

Problem 5 — Reading clock times

- (a) 3:30 (b) 7:15.
- Watch for: confusing hour and minute hands. Student writes 6:15 instead of 3:30.

Problem 6 — Is 8:30 PM correct for school start?

- Wrong — school starts in the morning, so it's 8:30 AM.
- Strong: explains AM = morning, PM = afternoon/evening, and connects to real life.

Problem 7 — Count coins (1Q + 3D + 5N + 7P)

- $25 + 30 + 25 + 7 = 87¢$.
- Strong work: groups like coins, multiplies (5 nickels = 25¢), adds totals.
- Weak: adds piece-by-piece or makes errors with nickels (5 of them = 25¢, not 5¢).

Problem 8 — $75 - 48 = 27¢$

- Same as a 2-digit subtraction with decomposing a ten — connects to Unit 2.
- Watch: do they treat money like any other subtraction?

Problem 9 — Ways to make 90¢

- (a) Yes — $9 \times 10 = 90$.
- (b) Yes — $75 + 10 + 5 = 90$.
- (c) No — 4 quarters = \$1.00 = 100¢, not 90¢.
- ★ Strong: realizes (c) is too much, not too little. Means they can compare totals to a target.

Problem 10 — Unequal "fourths"

- Strong: explains that for fourths, the four pieces have to be EQUAL.
- Weak: says "yes, 4 pieces is fourths" — same misconception as problem 3.
- This is the unit's deepest principle: fair-share partitioning.

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