

Grade 2 • Unit 9 • Assessment Guide

Putting It All Together

For the Parent or Teacher — What to look for

Unit 9 is review and reflection. Use this to assess where the student is across the whole year. Look for fluency, strategy use, and the ability to apply skills in new contexts.

Part A — Mixed fluency

- First row: facts within 20 and within 100. Should be mostly fluent by year-end (allow some "make a ten" notation).
- Second row: $236+158=394$, $604-287=317$, $2\times 4=8$ (or $4+4=8$), $5+5+5=15$.
- Watch for: place-value strategy use; comfort with 3-digit operations; whether they treat 2×4 as familiar (multiplication-readiness).

Problem 1 — Two-step Compare

- Lin: $24+38=62$. Diego: $62+17=79$.
- ★ The Compare structure ("17 more than Lin") on top of a two-step problem is the most complex problem of the year.
- Strong: tape diagram showing both parts of Lin's reading then the $+17$.
- Weak: only does one step.

Problem 2 — Multi-step store inventory

- $312-145+78=245$.
- Watch order of operations on take-away then add-back.

Problem 3 — Line plot from data

- Tallies: three 4s, four 5s, two 6s, one 7.
- Most common: 5.
- Longer than 5: 2 sixes + 1 seven = 3 pencils.
- Watch: counts "longer than 5" correctly (does NOT include 5s).

Problem 4 — Two-step ribbon (75–28–19)

- Answer: 28 cm.
- Some students will add the cuts first ($28+19=47$) then subtract ($75-47=28$). Both work.

Problem 5 — Tape diagram (80, 32, ?)

- $? = 48$ (since $80-32=48$).
- Story can be: "There are 80 marbles. Sam has 32. How many does Pat have?" or similar.
- ★ The strong story uses the structure of the diagram (whole and two parts).

Problem 6 — Is 354 even? What about 353?

- 354 is EVEN (ones digit 4 is even).
- 353 is ODD (ones digit 3 is odd).
- Strong: explains that you look at the ones digit only.
- Weak: tries to add up the digits or uses other digits.

Problem 7 — Array 4×5

- Array of 4 rows by 5 columns = 20 dots.
- Equation: $5+5+5+5 = 20$ OR $4+4+4+4+4 = 20$ OR $4 \times 5 = 20$.
- Watch: do they confuse "4 rows of 5" with "5 rows of 4"?

Problem 8 — Write your own problem

- Shows creativity AND self-assessment (they have to give an answer key).
- Strong: a coherent, well-defined problem with the right answer.
- Weak: vague or impossible problem; answer doesn't match.
- ★ A great signal of confidence and ownership.

Problem 9 — Favorite topic + problem

- Looks at: self-awareness and ability to produce a problem from a topic.
- Strong: picks a real topic ("fractions of shapes" or "adding 3-digit numbers") and shows a clean problem and solution.
- Weak: picks vague ("math") or shows a problem they don't actually solve.

Problem 10 — Growth reflection

- There's no right answer. Honest reflection is the goal.
- Strong: specific ("I want to get faster at subtraction across a hundred").
- Weak: "nothing" or "I want to be good at math."

— end —