

Number Sense and Numeration: Grade 2

Name: _____

Overall Expectation	4	3	2	1
<p>We have learned to read, represent and mentally order whole numbers to 100.</p> <p>We have learned to demonstrate an understanding of magnitude by counting forward to 200 and backward from 50, using multiples of various starting points.</p> <p>Please sign and return to school.</p> <p>Parent Signature: _____</p>	<p>Student achievement exceeds expectations</p>	<p>Student achievement meets expectations</p>	<p>Student achievement approaches expectations</p>	<p>Student achievement displays difficulty with expectations</p>
Counting				
I can count forward by 1's, 2's, 5's, 10's and 25's to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, 10, and 25.				
I can count backwards by 1's from 50, and count backwards by 10's from 200 and any number less than 200, using number lines and hundreds charts.				

Next Steps:

Number Sense Rubric Grade 3

Lynda Rice



Number Sense Rubric Grade 3:

Educational Assessment Christine Harrison, Constant Leung, David Pepper, 2023-10-19 This book explores and builds on the extraordinary work of Professor Paul Black across assessment and pedagogy across the curriculum including STEM humanities and social science subjects This book explores the influence that Black has had within educational settings focusing on interpretations of the work and scholarship he has achieved across a range of settings and on the ways scholars who have worked with him or been influenced by his ideas have developed their research and teaching The contributions are presented under three thematic sections each of which reflects a set of shared educational concerns and values drawing on the natural and social sciences and developments in public policy These concerns and values with their emphasis on teacher assessment provide a basis for a strategic informed and coherent response to challenges in education such as the cancellation of public examinations in the face of the Covid 19 pandemic *SNAP Solution* Kirk Savage, Jonathan Ferris, Tom Hierck, 2024-07-02 Changing students attitudes about math and assessing number sense begins with shifting the teacher s attitude and approach Learn how the authors dispel the common myth that student apathy in mathematics class is inevitable Math teachers can use the student numeracy assessment and practice SNAP approach to address the five strands of mathematical proficiency promote thinking and ignite a sense of wonder in their students K 8 teachers can utilize this book to Use the SNAP approach to help students learn number sense Address each SNAP skill from kindergarten primary and intermediate teachers perspectives Apply the SNAP method within the response to intervention model Learn the five strands of mathematical proficiency aligned with each SNAP skill Access templates and other resources Contents Introduction Chapter 1 Exploring the SNAP Chapter 2 Looking at Number Sense Foundations Chapter 3 Understanding the Five Strands of Mathematical Proficiency Chapter 4 Implementing the SNAP With Beginning Mathematicians Chapter 5 Understanding How SNAP Supports Response to Intervention Chapter 6 Rubrics Assessment and Competency Based Learning Chapter 7 School and District Implementation Epilogue Final Word Appendix Resources to Support Number Sense References and Resources Index **Solving the Assessment Puzzle Piece by Piece** ,2011 **Write About Math, Grade 3** ,2012-10-22 Developing communication skills in mathematics is an important part of school curriculum and many standardized tests require written explanations on how math problems are solved This book provides teachers strategies to engage students in math discussions integrate the writing process and assess their work A writing checklist and a reflection page are also included For students there are opportunities to solve math problems and practice writing explanations on how the problems were solved The activities focus on number sense and operations geometry measurement and data analysis A scoring rubric and answer key is also provided Math Trailblazers 2E G3 Teacher Implementation Guide TIMS Project, 2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving

problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover

Scoring Rubrics in the Classroom Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote Scoring Rubrics in the Classroom to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

Performance Tasks and Rubrics for Upper Elementary Mathematics Charlotte Danielson, Joshua Dragoon, 2016-02-26 Performance tasks are highly effective tools to assist you in implementing rigorous standards But how do you create evaluate and use such tools In this bestselling book educational experts Charlotte Danielson and Joshua Dragoon explain how to construct and apply performance tasks to gauge students deeper understanding of mathematical concepts at the upper elementary level You ll learn how to Evaluate the quality of performance tasks whether you ve written them yourself or found them online Use performance tasks for instructional decision making and to prepare students for summative assessments Create your own performance tasks or adapt pre made tasks to best suit students needs Design and use scoring rubrics to evaluate complex performance tasks Use your students results to communicate more effectively with parents This must have second edition is fully aligned to the Common Core State Standards and assessments and includes a variety of new performance tasks and rubrics along with samples of student work Additionally downloadable student handout versions of all the performance tasks are available as free eResources from our website www.routledge.com 9781138906969 so you can easily distribute them to your class

It Makes Sense! Melissa Conklin, 2010 Ten frames are a model to help students efficiently gain and develop an understanding of addition and subtraction The classroom tested routines games and problem solving lessons in this book use ten frames to develop students natural strategies for adding numbers and fit into any set of state standards or curriculum Provided by publisher

[The Future of Assessment](#) Carol Anne Dwyer, 2017-09-25 text This volume stems from the 2003 Educational Testing Service Invitational Conference that convened leading scholars and practitioners from education psychology economics statistics and public policy to discuss the important topic of measurement and accountability The chapters cover all significant aspects of the current accountability scene with careful but not exclusive attention to the No Child Left Behind act Written by nationally

recognized scholars with a mandate to write in a non technical style this volume will appeal to anyone seriously interested in school reform and the educational accountability movement

The Mathematics Lesson-Planning Handbook, Grades 3-5 Ruth Harbin Miles, Beth McCord Kobett, Lois A. Williams, 2018-07-13 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education YOU are the architect in the mathematics classroom When it comes to mathematics lessons do you sometimes feel overly beholden to the required texts from which you teach Do you wish you could break the mold but feel like you get conflicting guidance on the right things to do How often do you find yourself in the last minute online scramble for a great task activity that will capture your students interest and align to your state standards In The Mathematics Lesson Planning Handbook Grades 3 5 Your Blueprint for Building Cohesive Lessons you ll learn the streamlined decision making processes that will help you plan the focused research based standards aligned lessons your students need This daily reference offers practical guidance for when and how to pull together mathematics routines resources and effective teaching techniques into a coherent and manageable set of lesson plans This resource will Lead teachers through a process of lesson planning based on various learning objectives Set the stage for lesson planning using relatable vignettes Offer sample lesson plans for Grades 3 5 Create opportunities to reflect on each component of a mathematics lesson Suggest next steps for building a unit from the lessons Provide teachers the space and tools to create their own lesson plans going forward Based on years of classroom experience from seasoned mathematics educators this book brings together the just in time resources and practical advice you need to make lesson planning simple practical and doable From laying a solid foundation to choosing the right materials you ll feel confident structuring lessons that lead to high student achievement

Math Trailblazers, 2003-07-25 Mathematics program integrating math science and language arts

New Approaches to Assessment in Science and Mathematics, 1997

Making Sense of Mathematics for Teaching to Inform Instructional Quality Melissa D. Boston, Amber G. Candela, Juli K. Dixon, 2019-02-28 Discover a clear path for improving your instructional strategies for teaching mathematics at any grade level Designed for individuals or collaborative teams this practical resource introduces a set of rubrics the Instructional Quality Assessment IQA Toolkit that readers can rely on to help guide reflections conversations feedback and planning Also included is a series of short videos that showcase how to use the book s math strategies and tools in classrooms Ensure the instructional quality of your teaching strategies in mathematics Utilize tasks questions and evidence the TQE process and the associated IQA rubrics as a road map for increasing instructional quality Become familiar with the connection between efficient use of tasks and teacher questioning with increased student success

Learn how to gauge student response to tasks and lessons in order to understand student mastery of the material Enhance your understanding of math strategies through hands on activities Access free online reproducibles for use in teaching mathematics in the classroom Contents About the Authors Introduction Part 1 Connecting to the T in TQE Tasks and Task Implementation Chapter 1 Potential of the Task Chapter 2 Implementation of the Task Part 2 Connecting to the Q in TQE Questions and Their Role as Discourse Actions Chapter 3 Teacher s Questions Chapter 4 Teacher s Linking and Teacher s Press Part 3 Connecting to the E in TQE Evidence of Students Mathematical Work and Thinking Chapter 5 Students Linking and Students Providing Chapter 6 The IQA Toolkit as a Tool to Assess and Improve Instructional Practice Epilogue Next Steps Appendix A The IQA Toolkit Appendix B Suggested Answers for Activity 1 4 Appendix C Suggested Answers for Activity 3 2 Appendix D Additional Support for Rating Tasks Appendix E List of Figures and Videos References and Resources Index More Making Sense of Mathematics Books Making Sense of Mathematics for Teaching Grades K 2 Making Sense of Mathematics for Teaching Grades 3 5 Making Sense of Mathematics for Teaching Grades 6 8 Making Sense of Mathematics for Teaching High School Making Sense of Mathematics for Teaching to Inform Instructional Quality Making Sense of Mathematics for Teaching Girls in Grades K 5 Making Sense of Mathematics for Teaching the Small Group *State Mathematics Standards* Ralph A. Raimi, Lawrence S. Braden, 1998 *Mapping Comprehensive Units to the ELA Common Core Standards, K-5* Kathy Tuchman Glass, 2012-04-26 Consultant and former teacher Glass helps K 5 teachers make sense of the new Common Core State Standards in English language arts ELA and presents numerous classroom activities differentiation ideas and rubrics She introduces a process for developing a unit of study using the ELA Common Core Standards and includes a template with each key component explained in detail There is also a lesson design template and sample lessons using the template The website provides reproducibles for classroom use Annotation 2012 Book News Inc Portland OR booknews com Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them **Math Trailblazers 2E G4**

Teacher Implemenation Guide ,2003 A research based NSF funded K5 mathematics program integrating math science and language arts Includes a Spanish translation of instuctional units **Standards-based School Mathematics Curricula** Sharon L. Senk,Denisse R. Thompson,2020-07-24 The Curriculum and Evaluation Standards for School Mathematics published by the National Council of Teachers of Mathematics in 1989 set forth a broad vision of mathematical content and pedagogy for grades K 12 in the United States These Standards prompted the development of Standards based mathematics curricula What features characterize Standards based curricula How well do such curricula work To answer these questions the editors invited researchers who had investigated the implementation of 12 different Standards based mathematics curricula to describe the effects of these curricula on students learning and achievement and to provide evidence for any claims they made In particular authors were asked to identify content on which performance of students using Standards based materials differed from that of students using more traditional materials and content on which performance of these two groups of students was virtually identical Additionally four scholars not involved with the development of any of the materials were invited to write critical commentaries on the work reported in the other chapters Section I of Standards Based School Mathematics Curricula provides a historical background to place the current curriculum reform efforts in perspective a summary of recent recommendations to reform school mathematics and a discussion of issues that arise when conducting research on student outcomes Sections II III and IV are devoted to research on mathematics curriculum projects for elementary middle and high schools respectively The final section is a commentary by Jeremy Kilpatrick Regents Professor of Mathematics Education at the University of Georgia on the research reported in this book It provides a historical perspective on the use of research to guide mathematics curriculum reform in schools and makes additional recommendations for further research In addition to the references provided at the end of each chapter other references about the Standards based curriculum projects are provided at the end of the book This volume is a valuable resource for all participants in discussions about school mathematics curricula including professors and graduate students interested in mathematics education curriculum development program evaluation or the history of education educational policy makers teachers parents principals and other school administrators The editors hope that the large body of empirical evidence and the thoughtful discussion of educational values found in this book will enable readers to engage in informed civil discourse about the goals and methods of school mathematics curricula and related research Math Trailblazers 2E G1 Teacher Implemenation Guide Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago,2004 *Common Sense Assessment in the Classroom* Lynda Rice,2013-01-01 Take the mystery out of assessment and understand how to successfully implement assessments This comprehensive guide will give you the tools to effectively implement assessment in the classroom and empower you to use assessment more effectively in order to inform and strengthen instruction It discusses the importance of effective and efficient grading and provides

strategies for teachers to learn what students truly understand and their mastery of concepts The book includes helpful checklists rubrics and graphics to support student learning and help teachers make good decisions about the types of assessment to use in the classroom This resource supports the Common Core State Standards

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