DOCUMENT RESUME

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ABSTRACT

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Second grade assessment materials and the "Strategies for Instruction in Mathematics" suggest tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

Mathematics

Second Grade Observation Profile for On-Going Assessment and End of the Year Evaluation

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Grade two assessment materials and the *Strategies for Instruction in Mathematics* suggest tasks and questions that can be used for on-going and summative assessment.

Directions for use:

The four main mathematical goals and the specific objectives from the North Carolina *Standard Course of Study* are clustered on this profile according to "big ideas." There are six boxes for recording a student's performance level (1, 2, 3, or 4) at each grading period as some school systems have six grading periods, while others have four grading periods. Teachers will use only the boxes needed. The hexagon beside each "big idea" is for the teacher's summative evaluation and will be filled in at the end of the year.

It is suggested that teachers record an evaluation (performance level) for each objective that is taught during a particular grading period; it is not necessary to record an evaluation for objectives that have not been addressed. Student work, conversations with the student, and observations provide evidence for the evaluation of performance. Evaluations are based on the student's abilities to explain, model, and apply learning. Student work folders (or portfolios) will support the evaluation.

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Stu ne _____ ID # _____ Teacher's Name _____ School _____ Year _____

Second Grade Observation Profile for On-Going Assessment and End of the Year Evaluation

Number Sense, Numeration, and Numerical Operations - Spatial Sense, Measurement, and Geometry - Patterns, Relationships, and Functions - Data, Probability, and Statistics

NAME _____

Descriptions of levels of Performance

Level IV (Exceeds expectations)
- consistent performance beyond grade level
- works independently
- understands advanced concepts
- applies strategies creatively
- analyzes and synthesizes
- shows confidence and initiative
- justifies and elaborates responses
- makes critical judgements
- makes applications and extensions beyond grade level; applies Level III competencies in more challenging situations

Level III (Proficient)
- **exhibits consistent performance**
- **shows conceptual understanding**
- **applies strategies in most situations**
- **responds with appropriate answer or procedure**
- **completes tasks accurately**
- **needs minimal assistance**
- **exhibits fluency and applies learning**
- **shows some flexibility in thinking**
- **works with confidence**
- **recognizes cause and effect relationships**
- **applies, models, and explains concepts**

Level II (Not yet proficient)
- exhibits inconsistent performance and misunderstandings at times
- shows some evidence of conceptual understanding
- has difficulty applying strategies or completing tasks in unfamiliar situations
- responds with appropriate answer or procedure sometimes
- requires teacher guidance frequently
- needs additional time, opportunities
- demonstrates some Level III competencies but is inconsistent

Level I (Limited performance)
- exhibits minimal performance
- shows very limited evidence of conceptual understanding and use of strategies
- responds with inappropriate answer and/or procedure frequently
- very often displays misunderstandings
- completes task appropriately and accurately infrequently
- needs assistance, guidance and modified instruction

Using numbers

1.01 Rote count up to 1000.

1.03 Compare and order numbers; identify missing numbers in a sequence to 100.

1.04 Read word names for numbers to 100.

1.05 Use counting strategies such as skip counting by 2's, 5's, and 10's, and grouping objects by 3's and 4's.

1.06 Identify odd and even numbers using objects.

1.12 Make reasonable estimates up to 100 objects.

1.19 Divide regions/sets into halves, thirds, and fourths. Record in fractional form.

Computing

1.13 Identify missing addends for addition facts to 18.

1.14 Add 3 single-digit numbers.

1.15 Model 2-digit addition and subtraction using manipulatives and alternative strategies; record/explain.

1.16 Memorize addition/subtraction facts up to 18.

1.17 Add 2- and 3- digit numbers with and without regrouping.

1.20 Model repeated addition (multiplication) and sharing equally (division); record solutions.

Using place value

1.02 Identify and use 10 more and 10 less.

1.07 Group objects into ones, tens, and hundreds and record in standard form.

1.08 Model 3-digit numbers; identify, read, and write correct numerals.

1.09 Indicate the value of each digit in any 2- or 3-digit number.

Solving problems

1.10 Use problem-solving strategies such as diagrams, organized lists, manipulatives, act out, guess and check, pictures; use calculators when appropriate.

1.11 Explain solutions to problems using words, pictures, and numbers.

1.18 Use addition/subtraction strategies to solve problems.

Using geometric concepts

2.01 Describe and make plane figures: squares, rectangles, triangles, circles, hexagons, trapezoids, and parallelograms.

2.02 Describe and make solid figures: cubes, rectangular prisms, spheres, cylinders, cones, and pyramids.

2.03 Identify and make figures with line symmetry.

2.04 Identify and make congruent figures.

2.05 Use spatial visualization to solve problems; demonstrate visual memory.

3.03 Define, continue, and describe rules for geometric patterns.

Measuring with standard units

2.06 Measure lengths in inches/centimeters; record results.

2.07 Measure capacity to the nearest cup/liter; record results.

2.08 Weigh objects to the nearest pound/kilogram; record results.

2.09 Read Fahrenheit thermometers in increments of 1's, 2's, and 5's; record results.

Using time/money

2.10 Sequence months; use the calendar to solve problems.

2.11 Tell time to the nearest half-hour using digital and analog clocks; record. Solve problems related to time.

2.12 Determine the value of sets of coins (pennies, nickels, dimes, quarters); record using appropriate notation.

2.13 Make different sets of coins with equivalent values.

2.14 Identify coins needed to buy items priced at $1.00 or less.

2.15 Solve problems using money. Estimate costs and make change using coins up to $1.00.

Using patterns/relationships

3.01 Sort by one or more attributes; describe rules used.

3.02 Identify classification and patterning in the environment.

3.04 Use patterns to continue numerical sequences; identify the rule.

3.05 Identify and correct errors in numerical and geometric patterns.

3.06 Solve simple logic problems.

3.07 Define and continue pattern units; translate into other forms.

Using data/probability

4.01 Collect, sort, organize, and display information in charts, graphs, and tables with correct labeling.

4.02 Summarize and interpret information in charts, graphs, and tables; make predictions.

4.03 Collect and display data over a period of time.

4.04 Locate points on the number line and positions on a grid.

4.05 Complete simple probability experiments; describe results and make predictions.

Comments: