How Far Is It?

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| Grade Level: 2 |
| Mathematics Domain and Cluster:  Domain: Measurement and Data  Cluster: Relate addition and subtraction to length |
| Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):  2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2…, and represent whole number sums and differences within 100 on a number line.  2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. |
| Student Materials:   * How Far Is It? Assessment |
| Teacher Materials:   * Copies of Assessment * Premade number lines |
| Directions (for teacher to administer assessment task):  1. Read through the assessment task.  2. Students to work independently.  3. Collect when completed. |
| Prompt:  See attachment. |
| Correct or Model Answer:  [0x…z@8c@9c#0FcF#1cF#2c#3FcF#4cF#5cF#6cF#7cF#8c#9Fc$0Fc$1Fc$2FcF$3cF$4cF$5cF$6c$7FcF$8cF$9c%0Fc%1Fc%2Fc%3Fc]  It is 24 jumps from 29 to 53.  The students can jump by ones or jump by tens or a combination or both. |

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| **Scoring Guide/Rubric** (a score should be awarded for each criterion below) | | | |
| **Criteria (CCSS code)** | **0 points** | **1 Point** | **2 Point** |
| Represent whole number lengths on a number line with equally spaced points and represent whole number sums and differences within 100 on a number line. (2.MD.6) | Student is unable to draw an accurate number line and is unable to solve accurately. | Student is able to draw an accurate number line but is unable to solve accurately. | Student is able to draw an accurate number line and is able to solve. |
| Uses an unknown in an equation to represent the problem. (2.MD.5) | Student is unable to write an equation using an unknown to represent the problem. | Student is somewhat able to write an equation. Uses an unknown to represent the problem with a minor error. | Student is able to accurately write an equation using an unknown to represent the problem. |

**How Far Is It?**

**Second Grade Mathematics Assessment**

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| Problem:  Use a number line to figure out how far is it from 29 to 53? |
| Draw a picture that matches the number story. |
| Write an equation using a symbol for the unknown to represent the problem. |