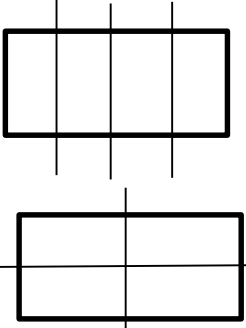**Note:** "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Objective/Needs	Problems
NY-2.OA.2a **1- Award 1 point** for having all four, related number sentences.	**1. Use the following numbers to make a *Fact Family.*** **16 9 7** *9 + 7 = 16 7 + 9 = 16 16 – 9 = 7 16 – 7 = 9* *Student has to write all four number sentences, to award the point.*
NY-2.OA.2b **2-Award 1 point** for the answer.	**2.** $$\boxed{15} - 7 = 8$$
NY-2.OA.1 **CGI** – Add To, Result Unknown **3a-Award 1 point** for the correct answer **3b-Award 1 point** for *showing* a reasonable strategy	**3. Marcos planted 14 flowers. His brother planted 12 flowers. How many flowers did they plant together? Show your work.** ***Answer: 26 flowers*** ***Strategy Point:*** *Students could solve by drawing a picture, using an algorithm (using numbers and a process), drawing and using a number line – any reasonable strategy is acceptable.* *You can ask students to explain their thinking of their strategy is not clear.* ***Note:*** Writing labels is important to stress during instruction. However, for the purpose of this assessment, students do not lose credit when the label is missing.

NY-2.NBT
 	
 4a-Award 1 point for the correct answer.
 	
 4b-Award 1 point for *showing* a reasonable strategy.
	4. Solve:
	
	     23 - 17
	
	     Show your work.
	 Answer: 6
	 Strategy Point: *Students may use any reasonable strategy to solve the problem including drawing a pictures, traditional algorithm (using numbers and a process). You can ask students to explain their thinking if their strategy is not clear.*

NY-2.OA.1 **CGI** – Add To, Change Unknown **5a-Award 1 point** for the correct answer. **5b-Award 1 point** for *showing* a reasonable strategy	**5.** **Roger counted his pennies and found that he had 39 in one piggy bank. He needs 50 pennies. How many more pennies does he need? Show your work.** *Answer: 11 pennies* *Strategy Point: Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm (using numbers and a process), number line, etc.* *You can ask students to explain their thinking if the strategy is unclear.* *Note: Writing labels is important to stress during instruction. For the purpose of this assessment, students do not lose credit when the label is missing.*
NY-2.OA.1 **CGI** – Compare, Difference Unknown **6a-Award 1 point** for the correct answer. **6b-Award 1 point** for *showing* a reasonable strategy	**6. Rosa's big brother bicycled 48 miles last month. He bicycled 19 more miles than Rosa. How many miles did Rosa bicycle last month? Show your work.** *Answer: 29 miles* *Strategy Point: Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm (using numbers and a process), number line, etc.* *You can ask students to explain their thinking if the strategy is unclear.* **Note:** Writing labels is important to stress during instruction. For the purpose of this assessment, students do not lose credit when the label is missing.
NY-2.G.3 *7-Award 1 point* if the student *both* answers the question *and* follows the directions to divide the rectangle.	7. You are sharing the cake equally with yourself and 3 friends. What fractional part of the cake will each of you receive? *Answer: 1/4* Use the rectangle to draw how you will divide the cake. *Student draws lines to approximate 4 equal portions.*