



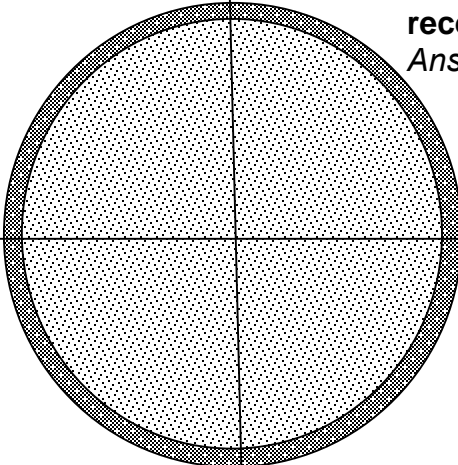
Note: “Strategy” refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Objective/Needs	Problems
<p>NY-2.OA.2a</p> <p>1- Award 1 point for having all four, related number sentences.</p>	<p>1. Use the following numbers to make a <i>Fact Family</i>.</p> <p style="text-align: center;">15 8 7</p> <p style="text-align: center;">$8 + 7 = 15$ $7 + 8 = 15$ $15 - 7 = 8$ $15 - 8 = 7$</p> <p style="text-align: center;"><i>Student has to write all four number sentences, to award the point.</i></p>
<p>NY-2.OA.2b</p> <p>2-Award 1 point for the answer.</p>	<p>2.</p> <div style="text-align: center; border: 2px solid blue; padding: 10px; display: inline-block;"> $13 - 6 = 7$ </div>
<p>NY-2.OA.1</p> <p>CGI – Add To, Result Unknown</p> <p>3a-Award 1 point for the correct answer</p> <p>3b-Award 1 point for showing a reasonable strategy</p>	<p>3. Marcos planted 15 flowers. His brother planted 10 flowers. How many flowers did they plant together? Show your work.</p> <p><i>Answer: 25 plants.</i></p> <p>Strategy Point: <i>Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm (using numbers and a process), drawing and using a number line, etc.</i></p> <p><i>You can ask students to explain their thinking if the strategy is unclear.</i></p> <p>Note: <i>Writing labels is important to stress during instruction.</i></p> <p><i>For the purpose of this assessment, students do not lose credit when the label is missing.</i></p>
<p>.NBT</p>	<p>4. Solve: 26 - 18 Show your work.</p>



<p>4a-Award 1 point for the correct answer. 4b-Award 1 point for showing a reasonable strategy.</p>	<p>Answer: 8</p> <p>Strategy Point: Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm (using numbers and a process), draw and use a number line, etc.</p> <p>You can ask students to explain their thinking if the strategy is unclear.</p>
<p>NY-2.OA.1</p> <p>CGI – Add To, Change Unknown</p> <p>5a-Award 1 point for the correct answer. 5b-Award 1 point for showing a reasonable strategy</p>	<p>5. Roger counted his pennies and found that he had 79 in one piggy bank. He needs 90 pennies. How many more pennies does he need? Show your work.</p> <p>Answer: 11 pennies.</p> <p>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.</p> <p>You can ask students to explain their thinking if the strategy is unclear.</p> <p>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.</p>
<p>NY-2.OA.1</p> <p>CGI – Compare, Difference Unknown</p> <p>6a-Award 1 point for the correct answer. 6b-Award 1 point for showing a reasonable strategy</p>	<p>6. Rosa’s big brother bicycled 73 miles last month. He bicycled 39 more miles than Rosa. How many miles did Rosa bicycle last month? Show your work.</p> <p>Answer: 34 miles.</p> <p>Strategy Point: Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm (using numbers and a process), drawing and using number line, etc.</p> <p>You can ask students to explain their thinking if the strategy is unclear.</p> <p>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.</p>



<p>NY-2.G.3</p> <p><i>7-Award 1 point if the student both answers the question and follows the directions to divide the rectangle.</i></p>	<p>7. You are sharing the pizza equally with yourself and 3 friends.</p> <p>What fractional part of the pizza will each of you receive? <i>Answer: 1/4</i></p>  <p>Use the circle to draw how you will divide the pizza.</p> <p><i>Student draws lines to approximate 4 equal shares.</i></p>
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