2

Grade level
Grade 2

KINESIS EDUCATION

GRADE 2

QUICKCHECK™ MATH

ONGOING ASSESSMENT

EXCERPT

TEACHER RESOURCE

Assessment questions or tasks are provided for all 5 strands

KINESIS EDUCATION

- Number Sense and Numeration
- Measurement
- Geometry and Spatial Sense
- Patterning and Algebra
- Data Management and Probability

Kelly Dixon

K/E

QUICKCHECK™ MATH

ONGOING ASSESSMENT TEACHER RESOURCE

QUICKCHECK MATH ASSESSMENT TEACHER AND STUDENT RESOURCES

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■ Diagnostic and Ongoing ATR Grade 1 Package	404 0762	978-2-7615-0442-3
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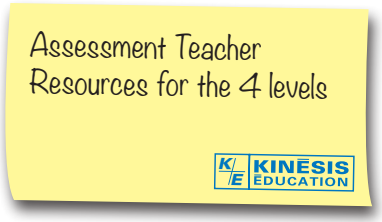

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2

Grade level
Grade 2

KINESIS EDUCATION

GRADE 2

QUICKCHECK™ MATH

ONGOING ASSESSMENT

TEACHER RESOURCE

Assessment questions or tasks are provided for all 5 strands

KINESIS EDUCATION

- Number Sense and Numeration
- Measurement
- Geometry and Spatial Sense
- Patterning and Algebra
- Data Management and Probability

Kelly Dixon

K/E

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Author	Kelly Dixon
Piloting development	Kelly Dixon Paul Knox
Case, tiles, and books — concept and design	Berthelac
Editor of the Student Resources	Marylynne Meschino
Teacher reviewers of the Student Resources	Joanne Blackburn *Ottawa Catholic District School Board* Suzanne Fox *Thames Valley District School Board*
Cover design	Mike Lajeunesse
Illustrations	Jean-Sébastien Lajeunesse
Book layout	Berthelac Josiane Duquette Samia Herrera
Data processing and computer graphics	Josiane Duquette Samia Herrera Mathieu Ly Valérie Tardif
Proofreader	Jillian Swan
Production supervisor	Francine Plante
Production assistant	Josiane Duquette

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KINESIS EDUCATION

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A WORD TO TEACHERS

As teachers, we want each of our students to **get** what we are teaching. Often, our hope is to have students **get there** as quickly and as best as they can. Although the goal of achieving curriculum expectations is common for all students, the starting points and routes in reaching this goal differ widely. In our work to enable students to achieve the common goal, it is important to be explicit in our assessment and instruction.

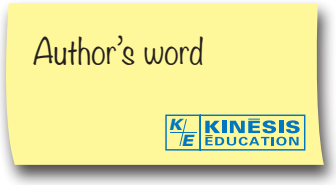
How do we do this? We need to assess our students at the beginning and throughout the learning cycle so we can provide them with ongoing, specific feedback and guidance for growth. Some of the most effective ways to do this with young children are in individual or small group assessment contexts, and through observations and teacher-student conferences.

This *QUICKCHECK Math Ongoing Assessment Teacher Resource* provides both *diagnostic* and *ongoing* assessment activities for all five strands of the mathematics curriculum. It offers guidance and structure in an easy-to-use format for student-teacher assessment conferences, either with individuals or small groups of students. This Assessment Resource provides a variety of opportunities for students to demonstrate their learning. Every assessment activity uses open questions and tasks that allow for a range of student responses and that reveal student strategies and thinking. *What to Look For* sections help make connections between assessment observations and curriculum expectations. These connections are particularly useful when providing students and parents with specific feedback on growth and on next steps.

The format of the *QUICKCHECK Math Ongoing Assessment Teacher Resource* is open and flexible. There is no need to do all the assessment activities in each strand section. We have provided a number of choices for activities that assess similar concepts and skills; it is entirely your decision as to which activities you choose to use to assess your students. You decide how often you need to assess your students and whether or not you will assess them individually or in small groups. *Student Observation Sheets* for each activity are offered as an option for recording your assessment observations. These reproducible sheets are found at the end of each section when required.

We are indebted to the teachers of the Toronto District School Board who piloted these Assessment Resources and whose feedback was essential to the development of their final forms.

Kelly Dixon



CONTENTS

QUICKCHECK MATH ONGOING ASSESSMENT TEACHER RESOURCE

Table of contents for the Ongoing Assessment Teacher Resource

KINĒSIS EDUCATION

Number Sense and Numeration

Measurement

Geometry and Spatial Sense

Patterning and Algebra

Data Management and Probability

PART OF THE CONTENTS INCLUDED IN THIS EXCERPT

Table of contents for the Excerpt

KINĒSIS EDUCATION

Number Sense and Numeration

Measurement

GATHER THE FOLLOWING FOR YOUR ASSESSMENT

Gather the following before you begin your assessment:

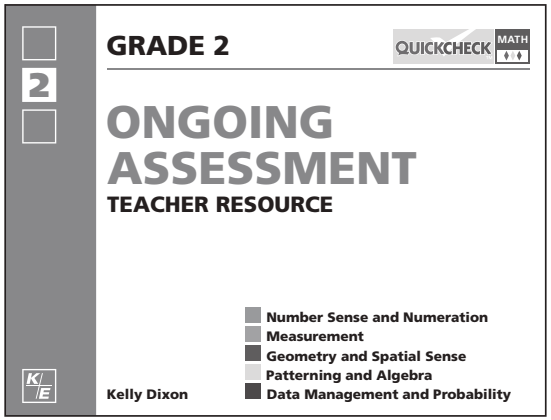
1. Assessment Teacher Resource
2. Select the activity in the Student Resource
3. Manipulatives and *Templates
4. Ongoing Student Observation Sheets

*Reproducible templates provided

KINESIS EDUCATION

Assessment Teacher Resource

☑ Choose an assessment activity from any of the math strand sections contained

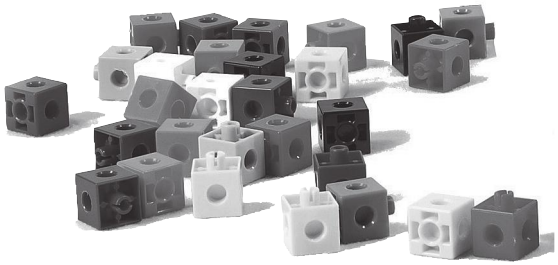


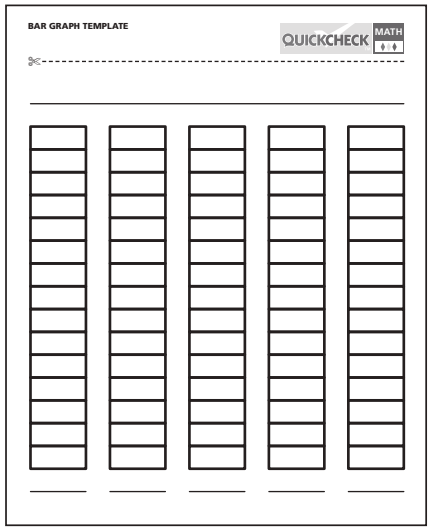
Instructional Student Resources Packages

☑ Select the activity in the Student Resource that corresponds to the assessment activity you chose from the *Ongoing Assessment Teacher Resource*.

+ Manipulatives and Templates

☑ Gather the recommended manipulatives and templates* suggested in the assessment activity.

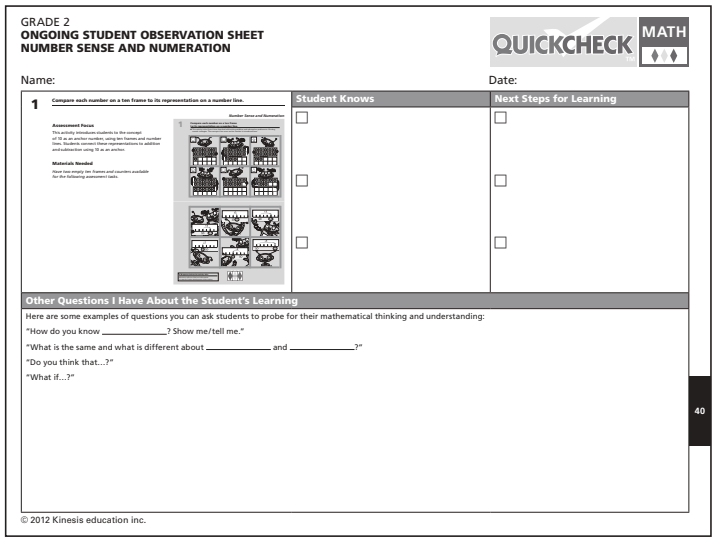




* *Templates can be found at the end of a strand section where required. See pages 58, 59, 60, 105, 106, 142, 143, 175, and 201.*

+ Ongoing Student Observation Sheets

☑ Use your own method for recording your observations or photocopy the corresponding Student Observation Sheet found at the end of each strand section.



GRADE 2
ONGOING STUDENT OBSERVATION SHEET
NUMBER SENSE AND NUMERATION

QUICKCHECK MATH

Name: Date:

1 Compare each number on a ten frame to its representation on a number line.	Student Knows	Next Steps for Learning
	☐	☐
	☐	☐
	☐	☐

Other Questions I Have About the Student's Learning

Here are some examples of questions you can ask students to probe for their mathematical thinking and understanding:

"How do you know _____? Show me/tell me."

"What is the same and what is different about _____ and _____?"

"Do you think that...?"

"What if...?"

40

QUICKCHECK MATH ONGOING ASSESSMENT TEACHER RESOURCE IN THREE EASY STEPS

1. Assessment activities are organized by strand and are designed to be used with individual or small groups of students. The **Check Point assessment activities** in this book have been designed for diagnostic assessment purposes **during** a cycle of learning. See the Grade 2 Diagnostic Assessment Teacher Resource for assessment activities that are appropriate for use **prior to** a cycle of learning.

2. Use any of the **assessment activities** depending on your purpose and the needs of your students. The *What to Look For* section helps you discover what your students know and what they need to learn. The *What to Look For* section focuses on student thinking and strategies. If you need a system for recording your assessment observations, copy the Student Observation Sheet that corresponds to the assessment activity you have selected. Student Observation Sheets for each activity can be found at the end of each strand section.

3. Prior to using an **assessment activity**, gather the suggested manipulatives and have students complete the corresponding activity in their *QUICKCHECK Math Student Resource*.

The responses that you observe from students through these assessment activities will help you:

- Gather useful information for **reporting and interviewing purposes**
- Pinpoint specific areas for future **math instruction**.

ACTIVITIES

ONGOING ASSESSMENT

NUMBER SENSE AND NUMERATION

QUICKCHECK™ MATH

Activity book chosen for this Excerpt:
Number Sense and Numeration

K/E KINESIS EDUCATION

13 Use each section of the hundreds chart to find the correct hidden number.

This **number** and **heading** relate to the same number in the Student Resource.

KINESIS EDUCATION

Assessment Focus

Outlines the content to be assessed and often strategies to look for.

KINESIS EDUCATION

ity introduces students to addition and
n with and without borrowing and regrouping.
should use the patterns on the chart to add
t 10.

Students benefit from a variety of activities that use the hundreds chart or pieces of the hundreds chart to help them generalize their computational strategies for problems with larger numbers and activities where the focus is on number relationships and associated operations rather than on computational procedures.

Materials Needed

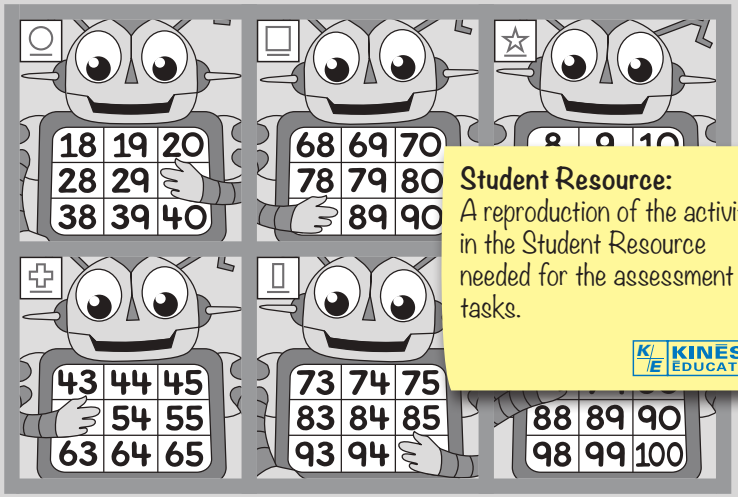
Prepare a grid template of two rows and three columns and have pencils, 10 ten frames, and 60 counters available for the following assessment tasks.

Lists the manipulatives and templates needed for the particular assessment activity.

KINESIS EDUCATION

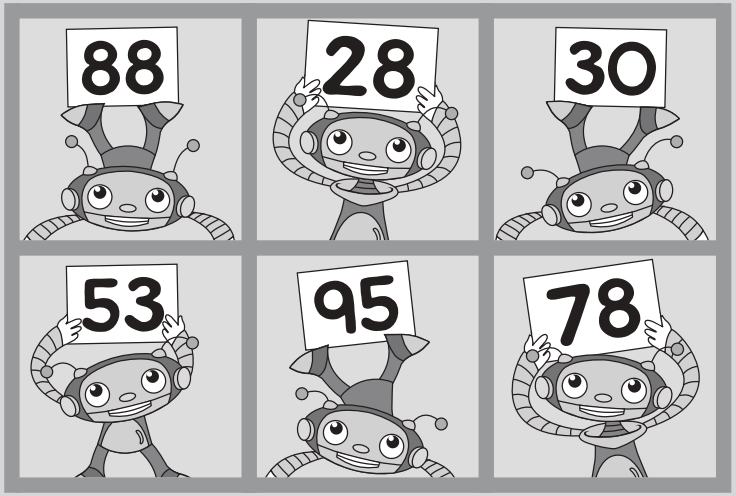
13 **Use each section of the hundreds chart to find the correct hidden number.**

■ This activity is the first of six that deal with addition and subtraction with and without borrowing and regrouping. "How many fewer is 79 than 89? Show me a number 20 less than another number."



Student Resource: A reproduction of the activity in the Student Resource needed for the assessment tasks.

KINESIS EDUCATION



Question/Task	What To Look For
nts choose a square from the bottom row grid in their Student Resource. did you decide which number the robot	■ Students describe their method by counting up or down by 1s a counting up or down a column
d template of two rows and three columns, s to do one or the other of the following. e a robot screen. Copy the last row of numbers onto your chart. Now, fill in the numbers that you would find in the row below that." Say: "Choose a robot screen. What would the next two rows look like? Fill in the numbers."	■ Students accurately reproduce t of the hundred chart. This demonstrates the knowledge that each number in the new row is 10 more than the number above it and 1 more than the number to the left of it.
3. Ask: "How are the numbers 23 and 32 alike and how do they differ? Show me/Tell me." Say: "Using ten frames, show me how 23 and 32 are alike and how they are different."	■ Same: "They both use the numerals 2 and 3; they are both greater than 20 and less than 40; they both have 2 digits." ■ Different: Students build each quantity using ten frames demonstrating that one is composed of two 10s and three 1s and the other is composed of three 10s and two 1s. "One is in the 20s; the other is in the 30s; 32 is 9 more than 23; 23 is 9 less than 32."

Question/Task:
Open questions and tasks allow for a range of appropriate student responses and help reveal student strategies and thinking.
*Choose which tasks and questions suit your purposes the best. There is no need to do them all.

KINESIS EDUCATION

What to Look For:
Defines a range of appropriate responses and strategies to help you make connections between your observations and curriculum expectations.

KINESIS EDUCATION

14 Relate each number sentence to its circled answer.

This **number** and **heading** relate to the same number in the Student Resource.

KINESIS EDUCATION

Assessment Focus

Outlines the content to be assessed and often strategies to look for.

KINESIS EDUCATION

gives students the opportunity to practise
osest friendly number as a computational

tudents are given the opportunity to do addition questions that are often solved using a regrouping strategy in a standard column procedure of two-digit addition. Here, we see that students can achieve success using other computational strategies with a sound knowledge of quantity relationships. Students are adding 10, 10 + 1, 20, and 20 – 1.

Materials Needed

Have a hundreds chart, pencils, and paper available for the following assessment tasks.

Lists the manipulatives and templates needed for the particular assessment activity.

KINESIS EDUCATION

Student Resource: A reproduction of the activity in the Student Resource needed for the assessment tasks.

KINESIS EDUCATION

Question/Task	What To Look For
nts point to 32 + 10 from the top grid dent Resource. did you decide which answer from grid is correct?" is 32 + 11? Does knowing the answer help you find the answer to 32 + 11?"	■ E.g.: "I know that 32 + 10 = 42 b 10, the 10s digit goes up by 1; I k than 32," or students use the hu you. ■ E.g.: "I know that 32 + 10 = 42. Because 11 is 1 more than 10, the answer to 32 + 11 must be 1 more than 42: 43."
2. Have students pick 58 + 19 from the top grid. Ask: "How did you decide which answer from the bottom grid is correct?" Probing questions: "If you solved 58 + 20 first, would that help you solve 58 + 19? Would it help to count up by 10s?"	■ "I know that 58 + 20 = 78. 19 is 1 less than 20 so the answer to 58 + 19 must be 1 less than 78: 77." ■ Students will need to be probed further to elicit some of the following responses: "I know that 58 + 10 = 68 but I have to add 10 more to add 20 all together. 68 + 10 = 78. I've counted up by 20 but I only needed 19 more. So the answer to 58 + 19 must be 1 less than 58 + 20 = 78: 77."

Question/Task:
Open questions and tasks allow for a range of appropriate student responses and help reveal student strategies and thinking.
*Choose which tasks and questions suit your purposes the best. There is no need to do them all.

KINESIS EDUCATION

What to Look For:
Defines a range of appropriate responses and strategies to help you make connections between your observations and curriculum expectations.

KINESIS EDUCATION

ONGOING

STUDENT OBSERVATION SHEETS

NUMBER SENSE AND NUMERATION

GRADE 2

ONGOING STUDENT OBSERVATION SHEET
NUMBER SENSE AND NUMERATION

QUICKCHECK MATH

Name:

Date:

Assessment Activity Correlation

KINĒSIS EDUCATION

13 Use each section of the h… dden number.

Number Sense and Numeration

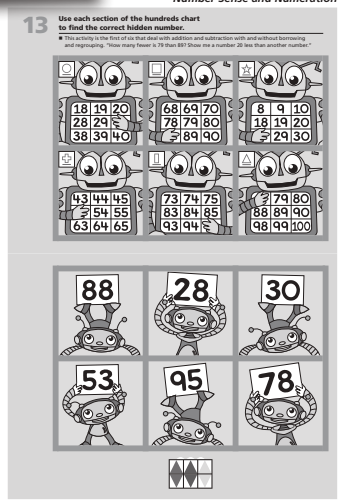
Assessment Focus

This activity introduces students to addition and subtraction with and without borrowing and regrouping. Students should use the patterns on the chart to add or subtract 10.

Students benefit from a variety of activities that use the hundreds chart or pieces of the hundreds chart to help them generalize their computational strategies for problems with larger numbers and activities where the focus is on number relationships and associated operations rather than on computational procedures.

Materials Needed

Prepare a grid template of two rows and three columns and have pencils, 10 ten frames, and 60 counters available for the following assessment tasks.



Student Knows

- [ ]
- [ ]
- [ ]

Prior to the assessment list the appropriate knowledge, skills and strategies to look for during the assessment.
For guidance with identifying these, use the **Assessment Focus** and **What to Look For** sections from the specific assessment activity you choose. Your curriculum documents are excellent sources as well.

Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINĒSIS EDUCATION

Next Steps for Learning

- [ ]
- [ ]
- [ ]

Prior to the assessment list the same knowledge, skills and strategies here as you listed in the Student Knows column. Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINĒSIS EDUCATION

Other Questions I Have About the Student's Learning

Here are some examples of questions you can ask students to probe for their mathematical thinking and understanding:

"How do you know _____? Show me/tell me."

"What is the same and what is different about _____ and _____?"

"Do you think that…?"

"What if…?"

Your assessment observations may bring up further questions about your student's learning. If so, record them here. You may find some of the open questions provided here helpful as you probe further for mathematical thinking and understanding.

KINĒSIS EDUCATION

GRADE 2

ONGOING STUDENT OBSERVATION SHEET
NUMBER SENSE AND NUMERATION

QUICKCHECK MATH

Name:

Date:

Assessment Activity Correlation

KINĒSIS EDUCATION

14 **Relate each number sent**

Number Sense and Numeration

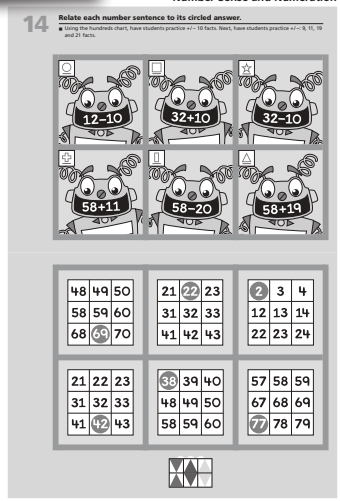
Assessment Focus

This activity gives students the opportunity to practise using the closest friendly number as a computational strategy.

Notice that students are given the opportunity to do addition questions that are often solved using a regrouping strategy in a standard column procedure of two-digit addition. Here, we see that students can achieve success using other computational strategies with a sound knowledge of quantity relationships. Students are adding 10, 10 + 1, 20, and 20 – 1.

Materials Needed

Have a hundreds chart, pencils, and paper available for the following assessment tasks.



Student Knows

- ☐
- ☐
- ☐

Prior to the assessment list the appropriate knowledge, skills and strategies to look for during the assessment.
For guidance with identifying these, use the **Assessment Focus** and **What to Look For** sections from the specific assessment activity you choose. Your curriculum documents are excellent sources as well.

Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINĒSIS EDUCATION

Next Steps for Learning

- ☐
- ☐
- ☐

Prior to the assessment list the same knowledge, skills and strategies here as you listed in the Student Knows column. Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINĒSIS EDUCATION

Other Questions I Have About the Student's Learning

Here are some examples of questions you can ask students to probe for their mathematical thinking and understanding:

"How do you know _____? Show me/tell me."

"What is the same and what is different about _____ and _____?"

"Do you think that...?"

"What if...?"

Your assessment observations may bring up further questions about your student's learning. If so, record them here. You may find some of the open questions provided here helpful as you probe further for mathematical thinking and understanding.

KINĒSIS EDUCATION

TEACHER NOTES

Additional page
to enter your notes

KINESIS EDUCATION

ACTIVITIES

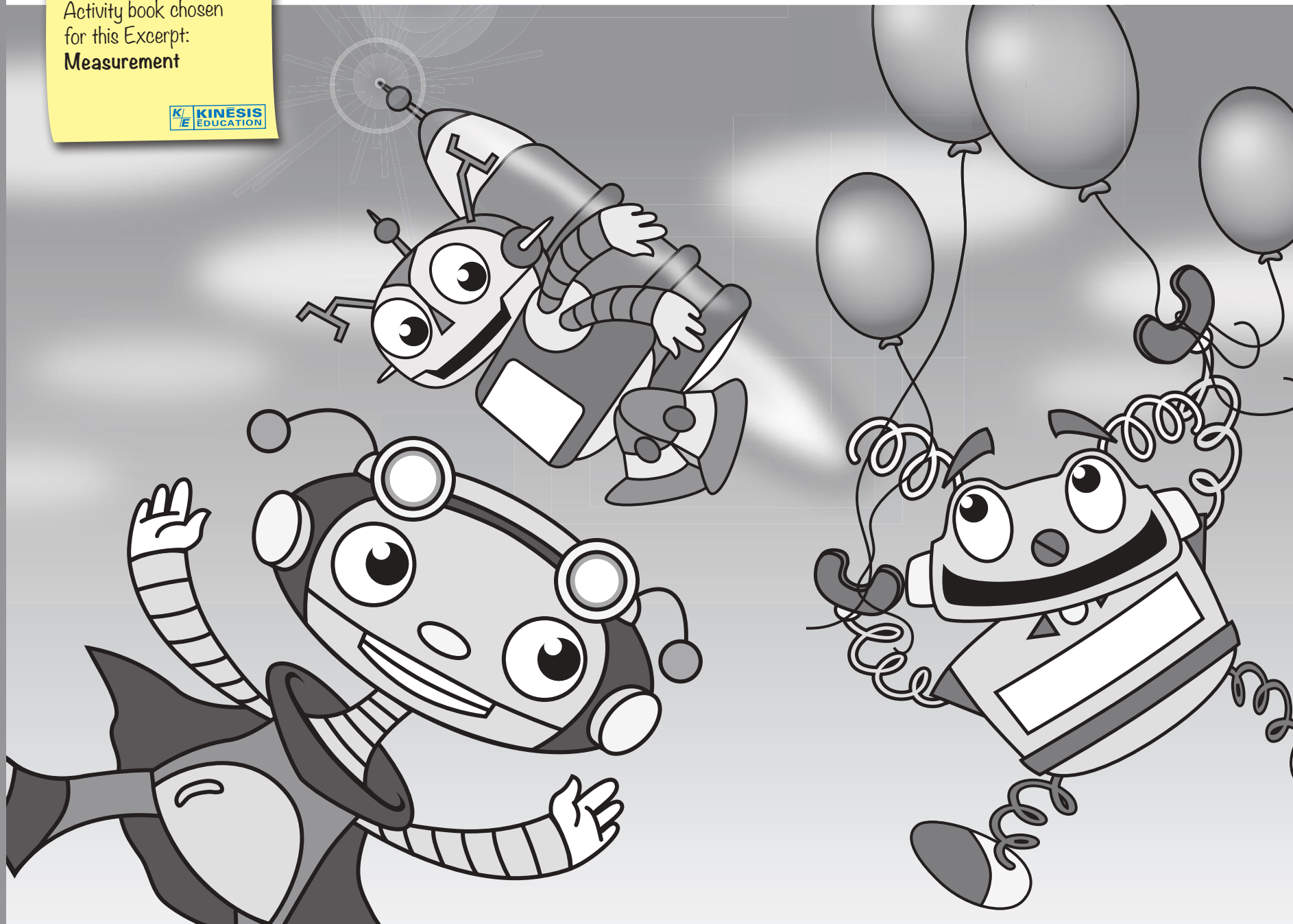
ONGOING ASSESSMENT

MEASUREMENT

QUICKCHECK™ MATH

Activity book chosen for this Excerpt:
Measurement

K/E KINESIS ÉDUCATION



3 Compare the length of each object to its representation on a bar graph.

This **number** and **heading** relate to the same number in the Student Resource.

Assessment Focus

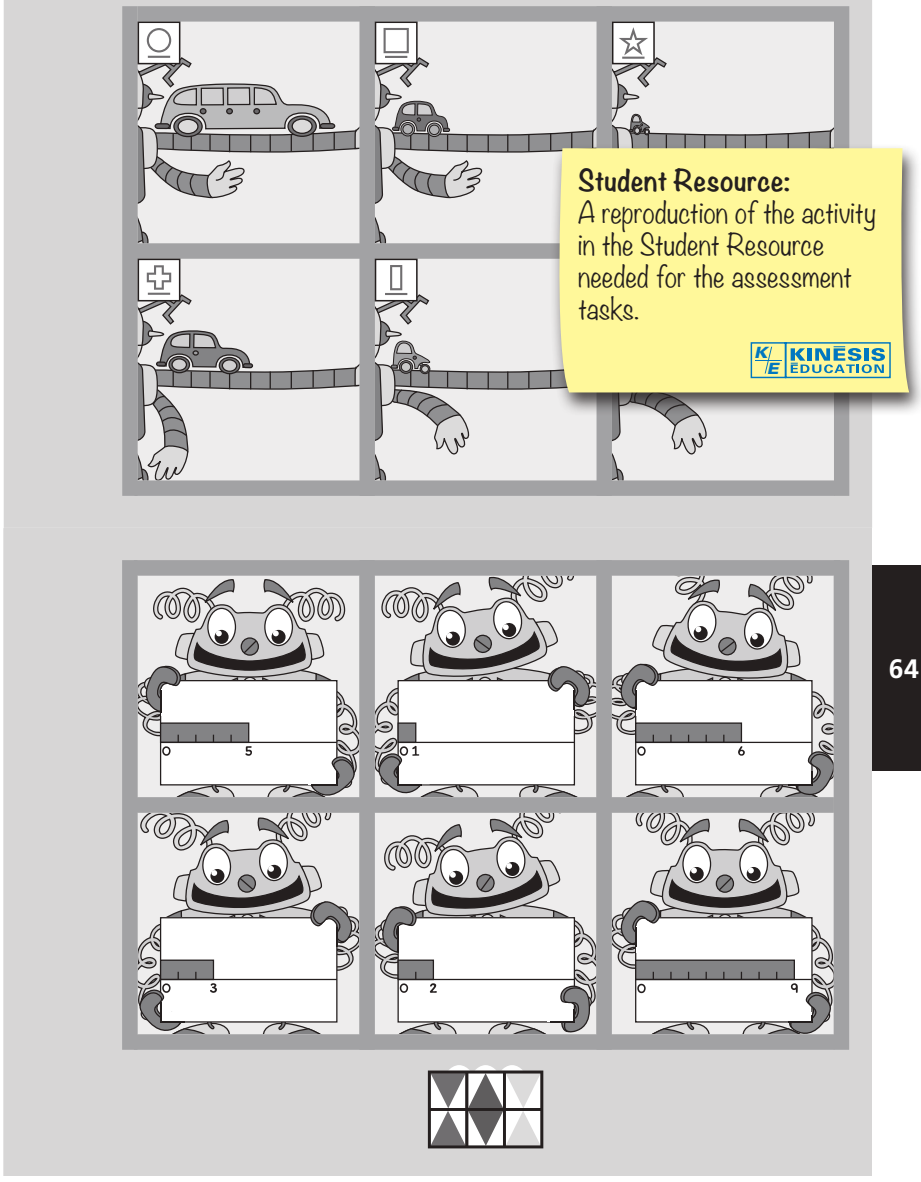
Outlines the content to be assessed and often strategies to look for.

ity gives students the opportunity to judge
h of objects. Students use a non-standard and
d unit (cm) as a strategy for measuring and
g length. Students interpret a segmented number line as a way of representing length. Rulers are used.

Materials Needed

Have 15 or 30 cm rulers, a ten cube train, and three different-sized toy vehicles, paper, and pencils available for the following assessment tasks.

Lists the manipulatives and templates needed for the particular assessment activity.



Question/Task	What To Look For
nts look at the activity in their Student a car that is not the longest and is not t. How long is the car you chose?"	■ Students accurately select a car f five, or six squares long. ■ Students should be counting squ the length of the car they chose
nts look at the bottom grid of their Student sk one or more of the following questions: "How do you decide which car matches the following: — One square long — Five squares long — Between one and five squares long. Is there another car that is between one and five squares long?"	■ Do students count the number o squares long each car is and relate that to the last number shown on the bar graph? ■ Do students try to find another car length? Do they count each car length until they find another that fits the measurement description? Do they recognize the appropriate lengths visually?
3. Using a ten cube train and a ruler, have students measure and record the length of three toy vehicles.	■ Using both the ten cube train and the ruler, students accurately line up and measure each object using the non-standard (cube train) and the standard (cm) unit of measurement. When students use a ruler, they need to be sure to begin their measurement with the end of the ruler that shows 0. ■ Students accurately record their measurements, including the units. E.g.: "The car is 2 cubes and 5 cm long."

Question/Task:
Open questions and tasks allow for a range of appropriate student responses and help reveal student strategies and thinking.
*Choose which tasks and questions suit your purposes the best. There is no need to do them all.

KINESIS EDUCATION

What to Look For:
Defines a range of appropriate responses and strategies to help you make connections between your observations and curriculum expectations.

KINESIS EDUCATION

6 Compare the height of each fence to its representation on a number line.

This **number** and **heading** relate to the same number in the Student Resource.

KINESIS EDUCATION

Assessment Focus

Outlines the content to be assessed and often strategies to look for.

KINESIS EDUCATION

ity gives students the opportunity to assess the eight of objects. Students are introduced to a dard unit for measuring and comparing height. look at representing height with a basic bar graph.

Materials Needed

Have a connecting cube tower of ten cubes, a bag or box of objects which are about seven cubes high, a bar graph template, *and some markers available for the following assessment tasks. The* Bar Graph Template *is available at the end of the Measurement section (p. 105).*

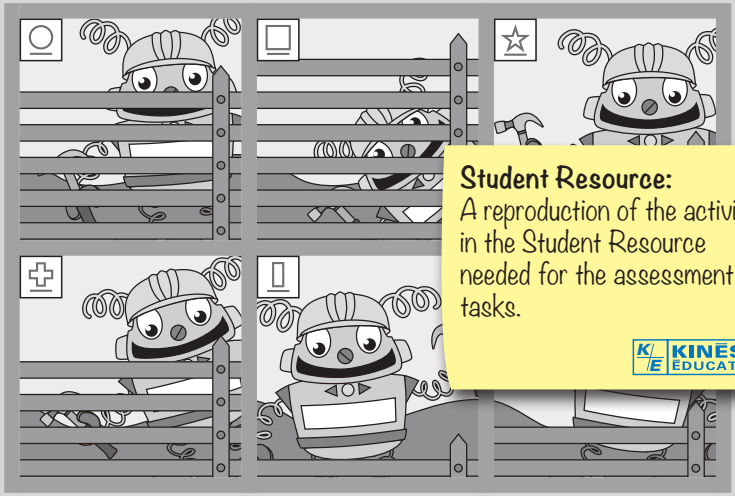
Lists the manipulatives and templates needed for the particular assessment activity.

KINESIS EDUCATION

* Reproducible templates can be found at the end of this section.

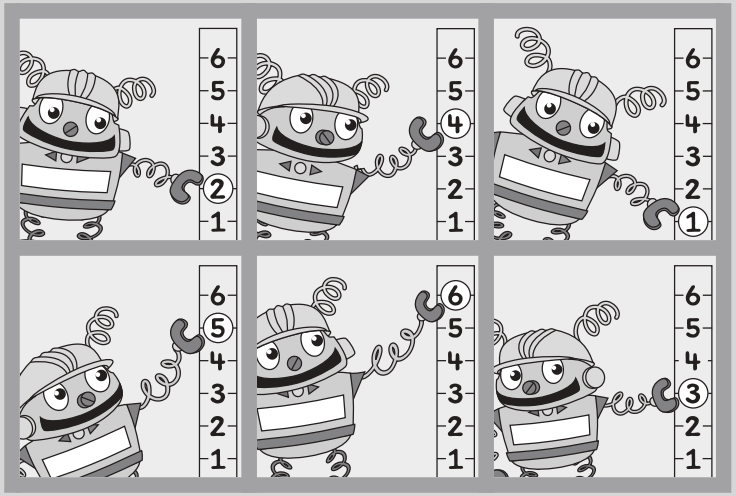
KINESIS EDUCATION

6 **Compare the height of each fence to its representation on a number line.**



Student Resource: A reproduction of the activity in the Student Resource needed for the assessment tasks.

KINESIS EDUCATION



Question/Task	What To Look For
ok only at the top grid of their Student h fence is the shortest? How do you know? h fence is about the same height as the nce, but is not the shortest?"	■ Students determine the shortest comparing it to the robot, the o counting the number of slats in to the number of slats in the oth ■ Students select the fence that is students identify this visually or and deducing that their heights are closest, as there is only a difference of one slat?
2. Students look only at the top grid of their Student Resource. Say: "The answer is: six slats high. Which fence am I describing?"	■ Students point to the top middle fence. "I know because I counted that this fence is six slats high."
3. Say: "Here is a ten-cube tower. Find three objects that you think are about seven cubes tall." Ask: "How could you know for sure if your estimates are close? Show me and tell me." Say: "Using the *Bar Graph Template*, label the objects you found and colour the number of squares high of their actual measurement. Record the number of cubes high. Use the graph to show how tall each of your objects are." Say: "Choose two more objects that are shorter, measure them, and add them to your graph as well."	■ How do students choose the objects? Do they first remove three cubes from their cube tower and examine that height? Do they continue to look at the ten-cube tower to make their estimate? Do they just guess? ■ Students measure the actual height of each object. If students' estimates are more than two blocks off of the measured height, are they comfortable with that? Do they choose another object that is closer to seven cubes high? ■ Students also accurately count and colour their graph and add the labels.

Question/Task:
Open questions and tasks allow for a range of appropriate student responses and help reveal student strategies and thinking.
*Choose which tasks and questions suit your purposes the best. There is no need to do them all.

KINESIS EDUCATION

What to Look For:
Defines a range of appropriate responses and strategies to help you make connections between your observations and curriculum expectations.

KINESIS EDUCATION

ONGOING

STUDENT OBSERVATION SHEETS

MEASUREMENT

GRADE 2

ONGOING STUDENT OBSERVATION SHEET
MEASUREMENT

QUICKCHECK MATH

Name:

Date:

Assessment Activity Correlation

KINESIS EDUCATION

3 **Compare the length of e… bar graph.**

Assessment Focus

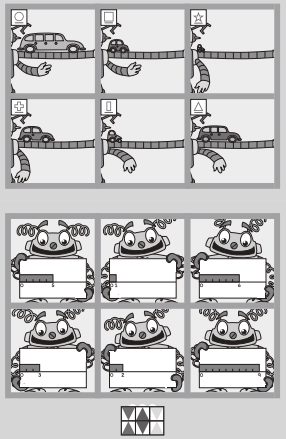
This activity gives students the opportunity to judge the length of objects. Students use a non-standard and a standard unit (cm) as a strategy for measuring and comparing length. Students interpret a segmented number line as a way of representing length. Rulers are used.

Materials Needed

Have 15 or 30 cm rulers, a ten cube train, and three different-sized toy vehicles, paper, and pencils available for the following assessment tasks.

Measurement

3 Compare the length of each object to its representation on a bar graph.



Student Knows

- ☐
- ☐
- ☐

Prior to the assessment list the appropriate knowledge, skills and strategies to look for during the assessment.
For guidance with identifying these, use the **Assessment Focus** and **What to Look For** sections from the specific assessment activity you choose. Your curriculum documents are excellent sources as well.

Check the appropriate boxes as you observe and listen to student responses during the assessment.

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Next Steps for Learning

- ☐
- ☐
- ☐

Prior to the assessment list the same knowledge, skills and strategies here as you listed in the Student Knows column. Check the appropriate boxes as you observe and listen to student responses during the assessment.

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Other Questions I Have About the Student's Learning

Here are some examples of questions you can ask students to probe for their mathematical thinking and understanding:

"How do you know _____? Show me/tell me."

"What is the same and what is different about _____ and _____?"

"Do you think that…?"

"What if…?"

Your assessment observations may bring up further questions about your student's learning. If so, record them here. You may find some of the open questions provided here helpful as you probe further for mathematical thinking and understanding.

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GRADE 2
ONGOING STUDENT OBSERVATION SHEET
MEASUREMENT

QUICKCHECK MATH

Name:

Date:

Assessment Activity Correlation

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6 **Compare the height of e** **number line.**

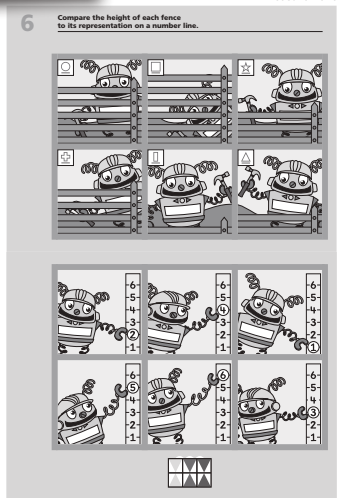
Measurement

Assessment Focus

This activity gives students the opportunity to assess the relative height of objects. Students are introduced to a non-standard unit for measuring and comparing height. Students look at representing height with a basic bar graph.

Materials Needed

Have a connecting cube tower of ten cubes, a bag or box of objects which are about seven cubes high, a bar graph template*, and some markers available for the following assessment tasks. The* Bar Graph Template *is available at the end of the Measurement section (p. 105).*



Student Knows

Prior to the assessment list the appropriate knowledge, skills and strategies to look for during the assessment.
For guidance with identifying these, use the **Assessment Focus** and **What to Look For** sections from the specific assessment activity you choose. Your curriculum documents are excellent sources as well.

Check the appropriate boxes as you observe and listen to student responses during the assessment.

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Next Steps for Learning

Prior to the assessment list the same knowledge, skills and strategies here as you listed in the Student Knows column. Check the appropriate boxes as you observe and listen to student responses during the assessment.

KINESIS EDUCATION

Other Questions I Have About the Student's Learning

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"What is the same and what is different about _____ and _____?"

"Do you think that...?"

"What if...?"

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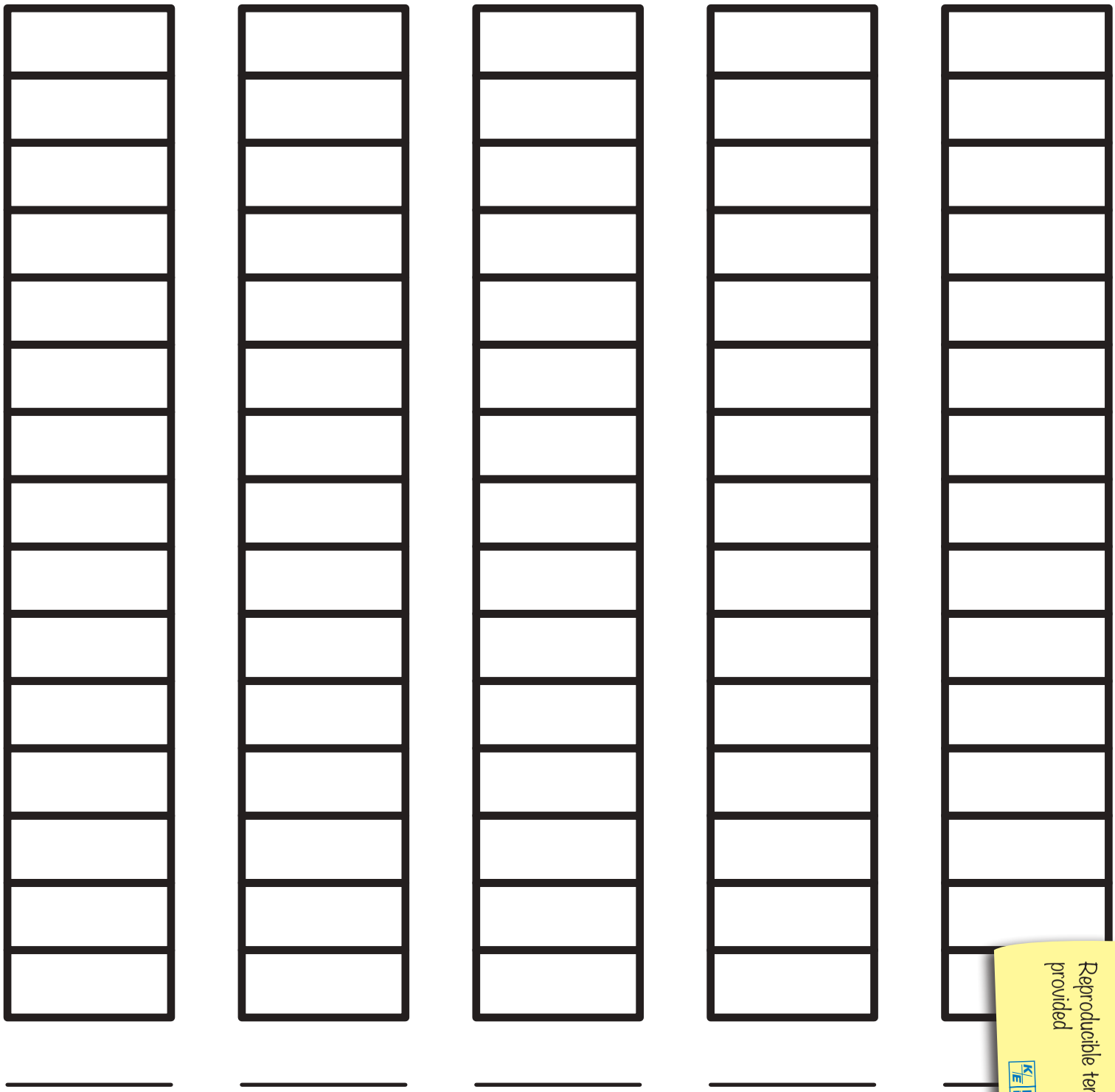
BAR GRAPH TEMPLATE



Reproducible templates provided

TEACHER NOTES

Additional page
to enter your notes

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GLOSSARY

Glossary of all words found in italics in this Ongoing Assessment Teacher Resource

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analogue clock. A clock that shows the time with the position of its hands.

attribute. A trait of a shape, an object, or an event.

attribute blocks. A set of attribute blocks that usually includes five shapes (rectangle, squar hexagon); each shape comes in three colours, two sizes, and two thicknesses.

capacity. The maximum quantity a container can hold.

congruent. Things that are the same shape and size.

conservation. The property of a number or shape by which its fundamental nature remains the same regardless of a change in physical arrangement, orientation, or attributes (e.g., colour, size). E.g.: A rectangle remains a rectangle no matter which way it is oriented.

connecting cubes. Small, plastic manipulative blocks that can attach to each other.

equilateral triangle. A triangle with three equal sides.

geoboard. A square board with a grid of pegs (often a 10 x 10 or 11 x 11 grid). Students use elastics to connect the pegs and make shapes.

graph. A drawing that shows data.

– **bar graph.** A graph that uses bars, either horizontal or vertical, to represent the frequency of an event or occurrence.

– **line plot.** A graph where each item in a set of data is represented by a symbol above a number on a number line.

– **pictograph.** A graph that uses pictures and symbols to represent each item in a data set.

hundreds chart. A 10 x 10 chart. Each square in the chart contains a whole number in order from 1 to 100.

irregular polygon. A polygon where all sides and angles are not equal.

isosceles triangle. A triangle that has two of three sides of equal length.

mass. A physical attribute of objects that can be measured in grams or kilograms. The amount of matter of an object or body.

non-standard units. Objects used as measurement units. Some examples are paper clips, cubes, straws, and yogurt containers.

GLOSSARY

number cube. A small plastic or wooden cube. Typically, each cube face shows a different numeral or number of dots from 1 to 6.

number line. A line that represents a set of numbers.

octagon. A polygon with eight sides.

one-to-one correspondence. The association of one object to only one number, symbol, or picture.

pattern blocks. Plastic or wooden manipulative sets that include the following: green equilateral triangles, orange squares, tan or white rhombuses and larger blue rhombuses, red trapezoids, and yellow hexagons.

pentagon. A five-sided polygon.

perimeter. The distance around a shape.

polygon. A closed shape of three or more straight sides.

prism. A three-dimensional figure with two parallel and congruent bases. Particular prisms are identified by the shape of their bases.

property (geometric). A characteristic of a shape or an object that is constant. For example, two geometric properties of triangles are that they all have three straight sides and three vertices.

quadrilateral. A four-sided polygon.

rectangle. A quadrilateral with four right angles. Opposite sides are equal.

regular polygon. A closed shape in which all sides are equal and all angles are equal.

rhombus. A parallelogram with equal sides. Squares and diamonds are rhombuses.

square. A rectangle with four equal sides and four right angles.

tally chart. A chart that uses one stroke mark for each item or occurrence counted.

ten frame. A 2 x 5 array. Students place counters, stickers, or dots to show quantities to 10.

trapezoid. A quadrilateral having only one pair of parallel sides.

vertex. The corner or endpoint where two lines meet.

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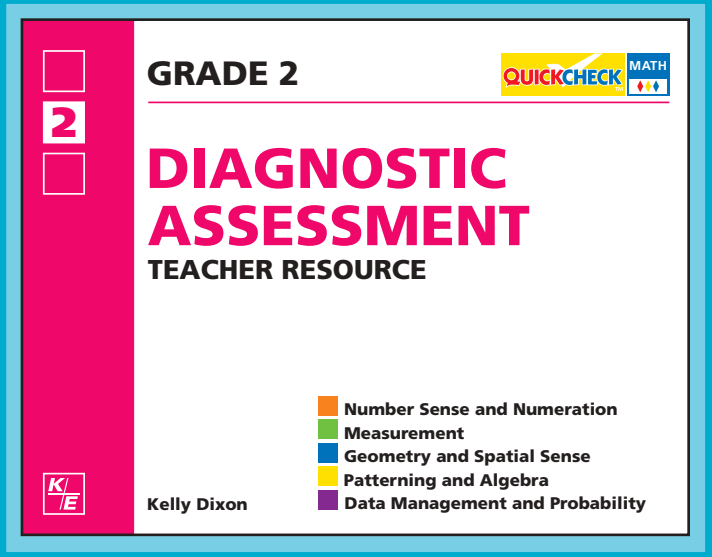

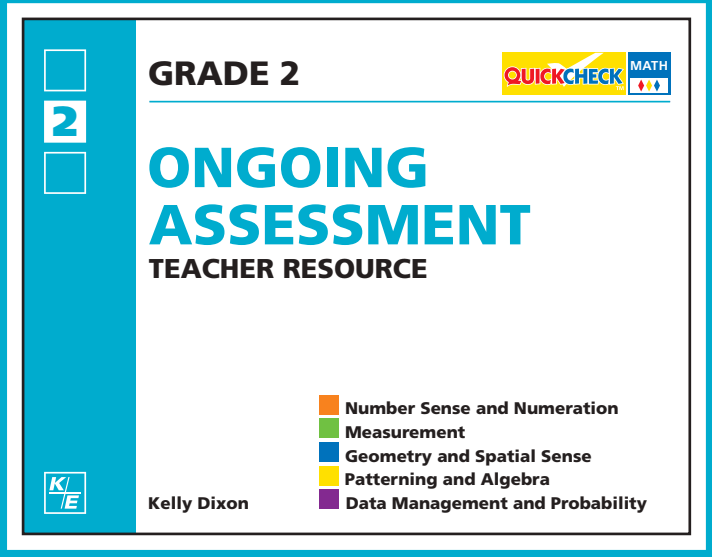

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