Formative Assessment

2.NBT.7 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Materials:

- Attached Numbers
- Pencil/paper or Whiteboard/marker

Directions:

1. Cut apart cards
2. Have student pick two cards and solve the equations on a whiteboard or on paper.

Considerations:

Observe what strategies students use to solve the problem.
Can the student break apart the numbers?
How does the student break apart numbers?
Does the student use a reasonable strategy but get the sum incorrect?

27	45	63	87
10	18	46	90
34	57	82	13
54	39	21	92

Teacher notes:

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		**Got It:** Student essentially understands the target concept.	
NEEDS IMPROVEMENT (N)	**WITH ASSISTANCE (W)**		**INDEPENDENT (I)**
0 Unsatisfactory: Little Accomplishment The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	**1 Marginal: Partial Accomplishment** Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	**2 Proficient: Substantial Accomplishment** Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	**3 Excellent: Full Accomplishment** Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65

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