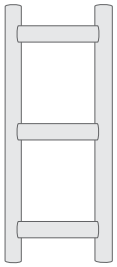
Second-Grade Money-Assessment Plan

Knowing the value of money and how to add and subtract money helps me make smart choices about how to spend and save.

Name: _____

Date: _____

Learning Goals



- I can critique another mathematician's solution.
- I can construct an argument supporting the process I used to solve the problem.
- I can make a model for my solution.
- I can use what I know about coins to solve real-world problems.
- I can add money.
- I can identify coins and their values.

Part 1: I can identify coins and their values. _____8 points (1 point each)

Write the value of each coin pictured. Use the word bank to write the name of each coin.

Coin	What's the *value* of the coin?	What's the *name* of the coin?
		
		
		
		

Word Bank

Penny	**Dime**
Nickel	**Quarter**

Part 2: I can add money. _____12 points (3 points each)

Grab, Draw, and Add: Gently *grab* the coins from the bag, *draw* the coins, and *add* the total. Do this four times.

Sample	5¢ 5¢ 1¢ 25¢	36¢
1.		
2.		
3.		
4.		

Part 3: I can use what I know about coins to solve real-world problems.

I can make a model for my solution.

I can construct an argument supporting the process I used to solve the problem.

We have been studying money and the best ways to solve problems and represent solutions. Provide a solution and explanation for the following problems:

Sara loves chocolate. The candy bar costs 25 cents. Her friend, Tasha, loves Skittles. A bag costs 35 cents.

How much money will it cost for the two treats?

If Sara and Tasha wanted to have candy three days in a row, how much money would they need?

Draw the coins you would use to pay for these treats. Name the amounts inside the circle as in the following examples.

Create a model to show your possible solution. Explain how you got your answer. Use words, pictures, or both.

Rate your confidence level by circling the phrase that best describes how you think you did. Next, check your work against the rubric.

I am confident I understand. → I knew what to do but have some questions. → I was unsure about what to do. → I guessed.

4	Thoroughly explains problem-solving process so others can replicate the process Uses mathematical vocabulary to describe problem solving Accurately solves problem and uses models to show relationships to the problem solving
3	Explanations make sense and align with math work Explanation uses mathematical vocabulary Accurately solves problem and uses clear models
2	Explain problem solving without using math terms Accurately solves problem
1	Explanation is missing or incomplete Inaccurately solves problem

Part 4: I can critique another mathematician's solution. ***This is completed after all students have completed part 3.***

Your Name: _____

Mathematician's Name: _____

Provide this mathematician with some feedback on his or her solution to part 3 using the following questions:

1. What part of the solution makes sense and is done well?
2. What questions do you have for the mathematician?
3. What advice might you offer this mathematician?

Criteria

_____ I provided specific statements about his or her solution.

_____ I gave examples from his or her work explaining my statement.

_____ I provided an accurate reflection on his or her work.