Grade 2 Illustrative Math Unit 3 Assessment Measuring Length

Name _____ Date _____

Report Card Standard / Questions	BP Below expected progress	AP Approaching expected progress	MP Meeting expected progress	M Mastery of Skills
Problem 1: I can estimate and measure, by using a metric and standard ruler, the length of an object	Student does not select a reasonable answer. (C or D)	Student selects a reasonable answer, but not the best answer. (A)	Student selects correct answer. (B)	
Problem 2: See standards above.	Correct answer is not provided. No reasoning is provided.	Correct answer is provided. But reasoning is missing. Answer is not correct, but student gives reasonable support in explanation.	Correct answer is provided. Student gives reasonable support in explanation.	
Problem 4: See standards above.	Both measurements are incorrect. Student does not provide reasoning for which rectangle is larger.	One of the two measurements is correct. Student provides correct reasoning as to which rectangle is larger.	Correct measurements are provided for both rectangle A and rectangle B. Student provides reasoning as to which rectangle is larger.	
Problem 3: I can create and compare data on a bar graph, picture graph and line plot	Few numbers are properly placed on the number line. Students have not selected reasonable numbers for start and end points.	Most numbers are properly placed on the number line. Students have selected reasonable numbers for start and end points.	All numbers are properly placed on the number line. Students have selected reasonable numbers for start and end points.	All 9 numbers are properly placed on the number line. Students have selected **strategic** numbers for start and end points.
Problem 5: I can add and subtract real world one and two-step problems within 100.	Students make errors in calculations. There is no evidence or reasoning provided in student work.	Only the first answer is correct. Students provide some evidence of their thinking.	Both answers are correct. Students provide evidence of their thinking as they draw pictures or they may write an equation. Inches are used in the final answer.	Both answers are correct. Students provide detailed evidence of their thinking as they draw pictures such as a tape diagram or they may write an equation. Inches are used in the final answer.
Problem 6: See standard above.	Student does not answer either question correctly. Reasoning is not provided.	Student answers one question correctly. Reasoning is provided in both events.	Student answers question correctly. Student provides the correct difference with evidence of reasoning. Student provides the correct closest estimate. Evidence of reasoning is provided.	Student answers question correctly. Student provides the correct difference with evidence of reasoning in multiple representations. Student provides the correct closest estimate. Evidence of reasoning is provided in multiple ways.