2nd Grade Math Screener Directions

Materials:

- Print the provided materials below. Laminate if desired.
- Collect counters (blocks, bears, red/yellow counter etc.) You will need two different colors and a minimum of 20.
- Small white board with marker or paper and pencil.

Directions:

1. You will flash the dot pattern cards for ½ second. Make sure you have the student's attention focused on the card before you flash it. Avoid flashing the numbers in numerical order: 6, 7, 8, 10, as the student may guess correctly.
2. Ask the student to count forwards from 142. Stop the student at 163. Then ask the student to count backwards from 134. Stop student at 117.
3. Ask the student to count backwards by 10s from 100. Stop student at 10. Then ask the student to count backward by 10s form 107. Stop student at 7.
4. Have the number path ready with a sticky note over the number 15. Ask the student what number goes here? While pointing to the blank. If they are correct, ask, "How do you know?"
5. Put 15 counters in front of the student. Say, "Count out 9 counters." If they are correct, while student is watching, put two more counters in their pile. Ask, "How many counters do you have now?"
6. Reset the pile of 15 counters in front of the student. Say, "Count out 8 counters." If they are correct, while student is watching, take 2 counters from their pile. Ask, "How many counters do you have now?"
7. Ask student to count by 5s beginning at 65. Stop student at 125.
8. Put 19 counters of one in front of the student. Tell the student, "Use these counters to make 3 groups with 5 counters in each group." If their groups are not clear to you, ask, "Where are your 3 groups of 5?"
9. Put a pile of 20 counters and a small white board, marker, and eraser in front of student. Say, "Count out 12 counters." If they are correct, point to the white board and say, "Write the number of counters you have here." Point to the ones digit of the number they wrote and say, "Show me with your counters what this digit means." Then point to the tens digit they wrote and say, "Show me with your counters what this number means." If they show you just one counter, ask, "What about the rest of these counters? Where do they belong?"
10. Ask the student, "Tell me two numbers that add together to make 13." Then ask, "Tell me another two numbers that add together to make 13."
11. **Prepare ahead of time**: Using the 6 dot pattern card, use a sticky note to cover 2 dots. Say to the student, "There are 6 dots on this card, but some are covered by the sticky note. How many dots are covered?"
12. Place the card with 45+19 in front of the student. Say to the student, "Read this problem." Then ask them to solve it mentally. Ask the student, "How did you solve it?" If the student verbally duplicates the standard algorithm (5+9=14, carry the 1, 4+1+1 =6, so the answer is 64.) ask the student if they have another way to solve it?
13. Place the card with 50-24 in front of the student. Say to the student, "Read this problem." Then ask them to solve it mentally. Ask the student, "How did you solve it?" If the student verbally duplicates the standard algorithm (borrow from 5, make it 4, make 0 a 10, 10-4=6 and 4-2=2, so the answer is 26.) ask the student if they have another way to solve it?

2nd Grade Number Sense Assessment

Name: _____Date:_____

Subitizing Score	/2	%
Verbal Counting Score	/4	%
Spatial Relationship Score	/2	%
One/Two More and Less	/4	%
Benchmarks of 5 and 10 Score	/5	%
Part-Part-Whole Score	/6	%
Total	/23	%

Subitizing Score ____ out of 2 = _____%

Standard(s)		Notes/Student Response
2.OA.4	1. Explain to student, "I am going to show you a card for a very short time and then you will need to tell me how many dots you saw on the card." Flash card for ½ second. Ask, "How many dots did you see?" 6_____ 8_____ 10 _____ 7 _____ ○ Correct & Fluent, Automatic Response (2) ○ Not Fluent, Some Problem Solving Takes Place (1) ○ Unsuccessful (0)	

Verbal Counting Score____ out of 4 = _____%

Standard(s)		Notes/Student Response
2.NBT.2	2. "Start counting forwards from 142." Stop student at 163. "Now count back from 134." Stop student at 117. ○ Correct & Fluent(2) ○ Any Delayed yet All Correct(1) ○ Any Incorrect(0)	
2.NBT.2	3. "Count back by 10s from 100." Stop student at 10. "Now count back by 10s from 107." Stop student at 7. ○ Correct & Fluent on All (2) ○ Correct On OR Off the Decade (1) ○ Errors in both sequences (0)	

Spatial Relationships Score ___out of 2 = _____%

Standard(s)		Notes/Student Response
2.OA.2 2.NBT.3	4. Show student the number path with the number 15 covered. Ask, "What number goes here?" Point to the blank. If they answer correctly, ask, "How do you know?" ○ Correct, Uses Non-Count-By-One Strategy to Solve (2) ○ Correct, but Uses a Count-By-Ones Strategy including Counting-On (1) ○ Incorrect (0)	

One/Two More and Less Score ___out of 4 = _____%

Standard(s)		Notes/Student Response
2.NBT.2 2.NBT.5 2.NBT.7	5. Put 15 counters in front of student. Say, "Count out 9 counters." If successful, put two more counters in their pile and ask, "how many do you have now?" ○ Correct without recounting (2) ○ Correct with recounting (1) ○ Incorrect (0)	
2.NBT.2 2.NBT.5 2.NBT.7	6. Put 15 counters in front of student. Say, "Count out 8 counters." If successful, take two counters from their pile and ask, "how many counters do you have now?" ○ Correct without recounting (2) ○ Correct with recounting (1) ○ Incorrect (0)	

Benchmarks of 5 and 10 Score ____ out of 5 = _____%

Standard(s)		Notes/Student Response
2.NBT.2	7. "Count by 5s starting at 65." Stop student at 125. ○ Correct & Fluent (2) ○ Not Fluent yet Correct (1) ○ Unsuccessful (0)	
2.OA.3	8. Put out a collection of 19 counters of one color in front of the student. "Use these counters to make 3 groups with 5 counters in each group." If groups are not clear to you ask, "Where are your 3 groups of 5?". ○ Correct, Student Made **3** Groups of 5 (1) ○ Incorrect (0)	
2.NBT.1 2.NBT.2	9. Put a pile of 20 counters in front of student. Say, "Count out 12 counters." "Write the number here." Point to the ones digit and say, "Show me with your counters what this number means." Then point to the tens digit and say, "Show me with your counters what this number means." If they show one counter, ask, "What about the rest of these counters? Where do they belong?" ○ Correct, automatically (2) ○ Correct, but counts (1) ○ Incorrect (0)	

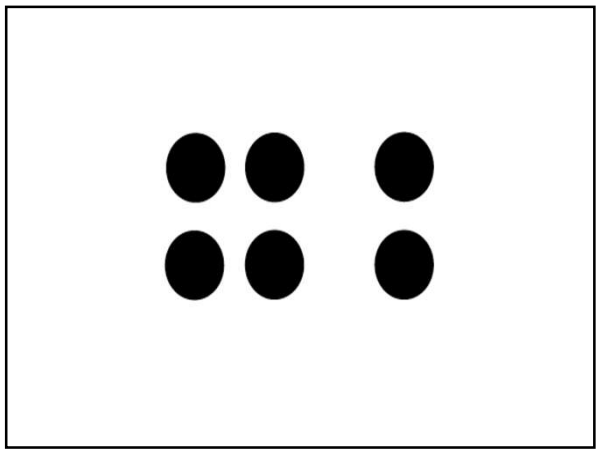
Part-Part-Whole Score ____ out of 6 = ____%

Standard(s)				Notes/Student Response
2.NBT.5 2.OA.2	10. "Tell me two numbers that add together to make 13." _____ and _____ "Tell me another two numbers that add together to make 13." _____ and _____ ○ Correct & Fluent, Automatic Response (2) ○ Correct yet Not Fluent, Some Problem Solving Takes Place (1) ○ Incorrect (0)			
2.NBT.5 2.OA.2	11. Use a post-it note to cover 2 of the 6 dots on the card. Say, "There are six dots on this card, but some are covered by the Post-it. How many dots are covered?" ○ Correct, Uses Non-Count-By-One Strategies (2) ○ Correct, Counts-back or up to Subtract (1) ○ Incorrect (0)			
2.NBT.5 2.OA.2	12. Place out this card: **45+19** ▪ "Read this card." ▪ "Work it out" ▪ Ask, "How did you solve it?" *If student verbally duplicates written algorithm, ask "Do you have another way to work it out?"	○ Correct (1) 64 ○ Incorrect (0) Provide Student's Response ____	○ Verbally Duplicates Standard Algorithm ○ Counts by 1's ○ Other Strategy (Elaborate)	

2.NBT.5 2.OA.2	13. Place out this card: **50-24** ▪ "Read this card." ▪ "Work it out" ▪ Ask, "How did you solve it?" *If student verbally duplicates written algorithm, ask "Do you have another way to work it out?"	○ Correct (1) 26 ○ Incorrect (0) Provide Student's Response ____	○ Verbally Duplicates standard Algorithm ○ Counts by 1's ○ Other Strategy (Elaborate)	

2nd Grade Math Screener Materials

1



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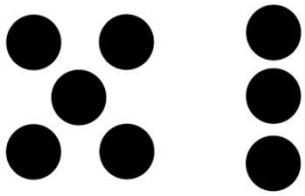

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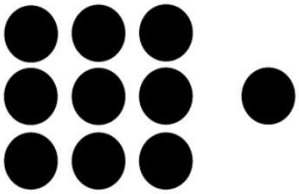

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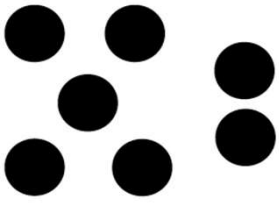

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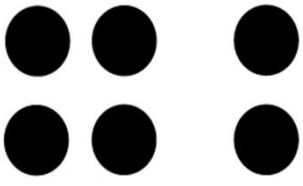

6

45+19=

7

50-24=

8

Number Path

9