

SITES-M Mathematics Challenge



Level: Grade Two

Standard: Number and Operations

Learning Target: Focus on Comparing and Ordering

Grade Level Expectations

GLE 0206.2.1 Understand and use the base-ten numeration system.

Checks for Understanding

0206.2.3

Locate and interpret numbers on a number line.

0206.2.5

Compare and order multi-digit numbers up to 1000.

0206.3.8

Describe change in measures according to quantitative criteria such as growing 2 inches in one year.

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 Sunflowers in Order

The purpose of the Mathematics Challenges is to provide opportunities for students to develop and demonstrate understanding of important mathematical concepts and standards. Each Challenge includes a set of tasks that require higher-order thinking skills. Because these types of tasks may be new for students and they will have varying levels of understanding, the student responses will vary. The Challenges and guiding questions were designed to help teachers plan their implementation and elicit, analyze, and act on evidence of student understanding.

You will be able to choose which Mathematics Challenge Packet to implement each month, according to the learning needs of your students and your teaching context. Each packet contains all the materials necessary to implement the Mathematics Challenge including a grade-appropriate Challenge, the Mathematics Challenge Meeting Protocol, and the Guiding Questions for Analyzing Student Responses to Mathematics Challenges.

For each Challenge, you will complete a six step process of planning, implementation, and analysis and reflection.

The Mathematics Challenge Process

Stage	Step	Task
Planning	Step 1.	Review the Mathematics Challenge Meeting Protocol
	Step 2.	Review and solve the Mathematics Challenge prior to your Professional Learning Community (PLC) meeting. Think about your responses to the guiding questions on the Meeting Protocol
	Step 3.	Hold your PLC meeting and discuss your responses to the Guiding Questions on the Meeting Protocol
Implementation	Step 4.	Implement the Mathematics Challenge with your class
Analysis and Reflection	Step 5.	For your own planning and documentation, respond to the Guiding Questions on the Analyzing Student Responses Protocol
	Step 6.	To help us improve the Challenges and to provide recommendations for teachers implementing them in future years, complete the Mathematics Challenge Feedback Log and provide copies of all student work to the Assessment Coordinator

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Mathematics Challenge Meeting Protocol

Each month, your Professional Learning Community will meet to discuss the implementation of one Mathematics Challenge. In preparation for your monthly meeting, please print and review this month’s Mathematics Challenge, solve all tasks within the Challenge, and think about the guiding questions below. These questions will be used to facilitate a group discussion regarding the implementation of the upcoming Mathematics Challenge.

Guiding Questions for Implementing the Mathematics Challenges

1. What is the title of the Challenge that you will use this month?
2. What skills or standards is this Challenge measuring?
3. Where does this Challenge fit within your curriculum? Within which unit?
4. At what point during the unit will you administer this Challenge (e.g., At the beginning of a unit to determine what students do or do not know, at the end of a unit to assess what students have or have not learned, in the middle of a unit to determine where to go next instructionally)?
5. How will your students complete this Challenge (e.g., individually, one-on-one, in small groups, as a class)? Why?
6. Are there any prerequisite skills, common misunderstandings, or vocabulary needs that you will have to address? What are they?
7. What difficulties do you anticipate your students will have with the Challenge? How will you address them?
8. Are these skills and difficulties different for special needs students, ELL students, etc.? How? Will you do anything different for these students? What?
9. How will you evaluate student responses (e.g., grade responses with the provided rubric, scan responses to identify common mistakes/misconceptions, have students evaluate one another’s responses, have students evaluate their own response)?
10. What will student responses to this Challenge tell you about student understanding?
11. How might you use this evidence of student understanding to adapt your teaching and learning?
12. What other materials, resources, or support might you need? Where can you get them?
13. How can your colleagues assist you in the analysis of student understanding?
14. What other questions or concerns do you have about this Mathematics Challenge?

After you have implemented the challenge with your class, be sure to respond to the Guiding Questions on the Analyzing Student Responses Protocol.

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Grade 2–Focus on Comparing and Ordering



Standard: Number and Operations

Learning Target: Focus on Comparing and Ordering

Claims:

Students should understand and be able to explain or demonstrate how to:

- ✓ Compare and order multi-digit numbers up to 1000;
- ✓ Locate and interpret numbers on a number line;
- ✓ Describe change in measures according to quantitative criteria such as growing 2 inches in one year.

Task Preparation:

Each student will need copies of the Student Response Sheet and a pencil.

Stimulus Cards (Drawing or Word Description):

None

Manipulatives/Supplies:

Copies of the Student Response Sheet for each student

Pencils

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Cues/Directions:

Distribute student response sheets and picture sheets. If a student is unable to respond in writing, a scribe may be appointed or verbal answers may be accepted, but these responses will need to be documented for scoring. Students should be directed to look carefully at each figure. Allow students time to answer.

Instruct students to follow along as you read aloud and say: **The students in Ms. Bradner’s class planted sunflowers in the school garden.**

- 1. Student in the class were responsible for planting and watering 10 sunflowers each. There were 21 students in the class. Did the students plant more than 200 sunflowers or less than 200 sunflowers in all? (TEACHER NOTE: Students should check the correct box.) How do you know? (TEACHER NOTE: Students should write their answers in the box.)**
- 2. Josh measured the height of same sunflower to see how much it grew each week. The table below shows his measurements. Complete the table by filling in how many inches the sunflower grew each week. Week 1 is filled in for you. (TEACHER NOTE: Students should fill in the missing values in the table.) Look at the table. In which week after planting did Josh’s sunflower grow the most? (TEACHER NOTE: Students should circle the correct number.) How do you know? (TEACHER NOTE: Students should write their answers in the box.) In which week after planting did Josh’s sunflower grow the least? (TEACHER NOTE: Students should circle the correct number.) How do you know? (TEACHER NOTE: Students should write their answers in the box.) After 5 weeks, was Josh’s sunflower more than 5 feet tall or less than 5 feet tall? (TEACHER NOTE: Students should check the correct box.) How do you know? (TEACHER NOTE: Students should write their answers in the box.)**
- 3. The students collected sunflower seeds from the sunflowers they grew. Josh collected 417 seeds from one of his sunflowers. On the number line below, circle the number that is closest to 417. (TEACHER NOTE: Students should the correct number that is closest to 417 on the number line.) How do you know the number you circled is closest to 417 ? (TEACHER NOTE: Students should write their answers in the box.) Elida collected 698 seeds from one of her sunflowers. On the number line below, circle the number that is closest to 698. (TEACHER NOTE: Students should the correct number that is closest to 698 on the number line.) How do you know the number you circled is closest to 698 ? (TEACHER NOTE: Students should write their answers in the box.) Did Josh and Elida collect more than 1,000 sunflower seeds or less than 1,000 sunflower seeds in all? (TEACHER NOTE:**

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Students should check the correct box.) **How do you know?** (TEACHER NOTE: Students should write their answers in the box.)

4. Circle all the numbers in the box below that go between 344 and 349. (TEACHER NOTE: Students should circle the correct numbers.) Circle all the numbers in the box below that go between 950 and 1,000. (TEACHER NOTE: Students should circle the correct numbers.) Write the number that is halfway between 670 and 680. (TEACHER NOTE: Students should write the correct number on the line.) **How do you know?** (TEACHER NOTE: Students should write their answers in the box.)

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Student Response Sheet

Sunflowers in Order

Name: _____

Date: _____

The students in Ms. Bradner's class planted sunflowers in the school garden.

1. Student in the class were responsible for planting and watering 10 sunflowers each. There were 21 students in the class.

Did the students plant more than 200 sunflowers or less than 200 sunflowers in all?

Check one: More Less

How do you know?

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2. Josh measured the height of same sunflower to see how much it grew each week. The table below shows his measurements.

Weeks after Planting	Height of Sunflower	Inches Grown Each Week
0	0 inches	_____
1	6 inches	6
2	19 inches	
3	28 inches	
4	38 inches	
5	50 inches	

- a. Complete the table by filling in how many inches the sunflower grew each week. Week 1 is filled in for you.

- b. Look at the table. In which week after planting did Josh’s sunflower grow the most?

Circle one: 1 2 3 4 5

How do you know?

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c. In which week after planting did Josh's sunflower grow the least?

Circle one: 1 2 3 4 5

How do you know?

d. After 5 weeks, was Josh's sunflower more than 5 feet tall or less than 5 feet tall?

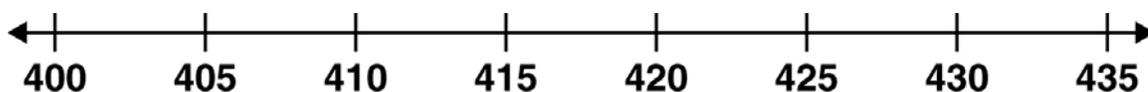
Check one: More Less

How do you know?

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3. The students collected sunflower seeds from the sunflowers they grew.

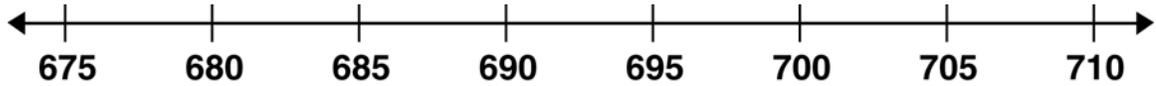
a. Josh collected 417 seeds from one of his sunflowers. On the number line below, circle the number that is closest to 417.



How do you know the number you circled is closest to 417 ?

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- b. Elida collected 698 seeds from one of her sunflowers. On the number line below, circle the number that is closest to 698.



How do you know the number you circled is closest to 698 ?

A large, empty rectangular box with a black border, intended for the student to write their explanation.

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c. Did Josh and Elida collect more than 1,000 sunflower seeds or less than 1,000 sunflower seeds in all?

Check one: More Less

How do you know?

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Learning and Teaching Considerations

Task 1:

- A) Be sure that students understand that the word “more” generally signifies comparing numbers or amounts to find out which is greater. Students should also know that the word “less” generally signifies comparing numbers or amounts to find out which is smaller. For task 1 students are comparing numbers.
- B) Students may answer in words, symbols (digits, dots, dashes, base-10 block representations, etc.), pictures, or by using manipulatives (blocks, cubes). They may also count on their fingers, use number lines, add on, or recall number sense and addition/multiplication facts. Be sure that they understand that they can get the correct answer using any of the strategies, though some are more efficient.
- C) Be sure that students understand that as they move right (\rightarrow) on a number line, the numbers increase in value. As they move left (\leftarrow), the numbers decrease in value.
- D) If a student says or writes, “I just know,” prompt him or her by saying something like “I’m glad you know, but it’s important in math to be able to explain your answers so other people can understand what you’re thinking.” (That applies to the other tasks, as well.)
- E) If a student says or writes, “I don’t know,” say something positive like “Let’s start with what you do know about this problem.” Students often know more than they think or say, and getting them to vocalize or write about that knowledge is all they need. (That applies to the other tasks, as well.)

Task 2:

- A) Be sure that students understand that the phrase “how many inches the sunflower grew each week” signifies comparing numbers to find out the difference. Determining exactly “how many” or “how many more” generally signifies subtracting one number from the other—the focus of part (a).
- B) Students may answer in words or symbols. They may also subtract traditionally, subtract the tens and ones separately and then add the subtotals, add on, add/subtract in chunks, or recall addition/subtraction facts. Be sure that they understand that they can get the correct answer using any of the strategies, though some are more efficient.
- C) Be sure that students understand that the word “most” signifies more than all the others, when comparing amounts—the focus of part (b). The word “more” signifies a greater amount than one other or some others.

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- D)** Some students may have the misconception that the word “more” signifies the same meaning as “most” and will circle week 5 because growing 12 inches is more than growing 10 inches. Working with manipulatives of different numbers may help.
- E)** Be sure that students understand that the word “least” signifies less than all the others, when comparing amounts—the focus of part (c). The word “less” signifies a smaller amount than one other or some others.
- F)** Some students may have the misconception that the word “less” signifies the same meaning as “least” and will circle week 4 because growing 10 inches is less than growing 12 inches. Working with manipulatives of different counts may help.
- G)** Be sure that students understand that there are 12 inches in a foot. Students may answer in words or symbols. They may also add or multiply traditionally, add on, add in chunks, or recall addition/multiplication facts. Be sure that they understand that they can get the correct answer using any of these strategies, though some are more efficient.
- H)** Some students may have the misconception that there are 10 inches in a foot, like the decimal number system. Those students may not check either box and will explain that the sunflower grew exactly 5 feet or 50 inches after 5 weeks.

Task 3:

- A)** Be sure that students understand that the word “closest” signifies being nearer in value or location than all the others, when comparing numbers. The word “closer” signifies being nearer in value or location than one other or some others. For part (a) students should compare either the difference in value between $417 - 415$ and $420 - 417$ or the distance between the points on the number line. For part (b) students should compare either the difference in value between $698 - 695$ and $700 - 698$ or the distance between the points on the number line.
- B)** Some students may have the misconception that the word “closer” signifies the same meaning as “closest.” Such a student may look at 405 and 410 and, of the two, identify 410 as being closer to 417 and circle 410. Such a student may also circle 690 because it is closer to 698 than 685 is.
- C)** Be sure that students understand that the arrows on either end of any number line indicate that as you move right (\rightarrow), the numbers continue to increase in value, and as you move left (\leftarrow), the numbers decrease in value. The particular number lines are just segments that run from (positive) 400 to 435 or from 675 to 710.

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- D)** Students may answer parts (a) and (b) in words, symbols, or by using manipulatives. They may also count on their fingers, place tick marks on the number line, add on, or recall number sense and addition facts. Be sure that they understand that they can get the correct answer using any of the strategies, though some are more efficient.
- E)** Be sure that students understand that the word “more” generally signifies comparing numbers or amounts to find out which is greater. Students should also know that the word “less” generally signifies comparing numbers or amounts to find out which is smaller. For part (c) students are comparing numbers.
- F)** Students may answer part (c) in words or symbols. They may also add or subtract traditionally, add on, add or subtract in chunks, or recall addition/subtraction facts. Be sure that they understand that they can get the correct answer using any of the strategies, though some are more efficient.

Task 4:

- A)** Be sure that students understand that the word “all” signifies more than one. For task 4 students need to circle more than one correct number.
- B)** Be sure that students understand that the word “between” signifies having a greater value than one number but a lesser value than the other number. It also signifies being located in the middle of two numbers on a number line.
- C)** Some students may have the misconception that there is never more than one correct answer to a question or prompt. For example, they may circle 345 but not 348, or they may circle 958 but not 984.
- D)** Be sure that students understand that the word “halfway” signifies being exactly midway in value or location from two other numbers. For part three students need to determine a number whose value is equally greater than 670 and less than 680, or a number that is located exactly midway between 670 and 680 on the number line.
- E)** Students may answer in words, symbols, or by using manipulatives. They may also count on their fingers, use number lines, add on, or recall number sense and addition/subtraction facts. Be sure that they understand that they can get the correct answer using any of the strategies, though some are more efficient.

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Name: ANSWER KEY

Date: _____

The students in Ms. Bradner's class planted sunflowers in the school garden.

1. Students in the class were responsible for planting and watering 10 sunflowers each. There were 21 students in the class.

Did the students plant more than 200 sunflowers or less than 200 sunflowers in all?

Check one: More Less

How do you know?

$$10 \times 21 = 210 \text{ AND } 210 > 200.$$

OR

IF THERE WERE 20 STUDENTS WITH 10 SUNFLOWERS EACH, THAT IS 200. BUT THERE ARE MORE THAN 20 STUDENTS SO THERE MUST BE MORE THAN 200 SUNFLOWERS.

OR 21 ADDED 10 TIMES IS 210.

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2. Josh measured the height of same sunflower to see how much it grew each week. The table below shows his measurements.

Weeks after Planting	Height of Sunflower	Inches Grown Each Week
0	0 inches	—
1	6 inches	6
2	19 inches	13
3	28 inches	9
4	38 inches	10
5	50 inches	12

- a. Complete the table by filling in how many inches the sunflower grew each week. Week 1 is filled in for you.
- b. Look at the table. In which week after planting did Josh's sunflower grow the most?

Circle one: 1 2 3 4 5

How do you know?

IT GREW 13 INCHES IN WEEK 2,
AND 13 IS MORE THAN 6, 9, 10, AND
12.

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c. In which week after planting did Josh's sunflower grow the least?

Circle one: 1 2 3 4 5

How do you know?

IT GREW 6 INCHES IN WEEK 1,
AND 6 IS LESS THAN 9, 10, 12, AND
13.

d. After 5 weeks, was Josh's sunflower more than 5 feet tall or less than 5 feet tall?

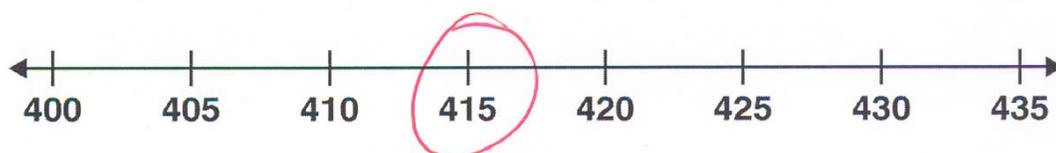
Check one: More Less

How do you know?

50 INCHES IS $48 + 2$ INCHES,
AND 48 INCHES IS 4 FEET. THE
SUNFLOWER WAS 4 FEET 2 INCHES,
LESS THAN 5 FEET.
OR, 5 FEET IS 60 INCHES. $50 < 60$.

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3. The students collected sunflower seeds from the sunflowers they grew.
- a. Josh collected 417 seeds from one of his sunflowers. On the number line below, circle the number that is closest to 417.



How do you know the number you circled is closest to 417 ?

$417 - 415 = 2$ OR 417 IS ONLY
2 AWAY FROM
415.

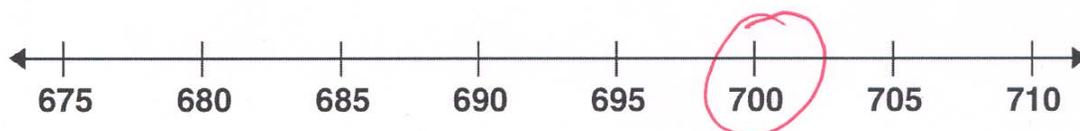
$420 - 415 = 3$ OR 417 IS 3
AWAY FROM 420.

FOR ALL OTHER NUMBER SHOWN,
417 IS MORE THAN 5 AWAY.

SO THE DISTANCE FROM 417 TO
415 IS THE LEAST.

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- b. Elida collected 698 seeds from one of her sunflowers. On the number line below, circle the number that is closest to 698.



How do you know the number you circled is closest to 698 ?

698 IS ONLY 2 AWAY FROM 700.
 $700 - 698 = 2$.

698 IS 3 AWAY FROM 695.
 $698 - 695 = 3$.

698 IS MORE THAN 5 AWAY FROM
ALL THE OTHER NUMBERS SHOWN.

SO IT IS CLOSEST TO 700.

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c. Did Josh and Elida collect more than 1,000 sunflower seeds or less than 1,000 sunflower seeds in all?

Check one: More Less

How do you know?

$400 + 600 = 1,000$

JOSH HAS MORE THAN 400
& ELIDA HAS MORE THAN 600,
SO THEY MUST HAVE MORE
THAN 1,000 IN ALL.

OR

$$\begin{array}{r} 11 \\ 417 \\ + 698 \\ \hline 1,115 \\ , \\ 1,115 > 1,000 \end{array}$$

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4. Circle all the numbers in the box below that go between 344 and 349.

341	343	345	348	351
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- Circle all the numbers in the box below that go between 950 and 1,000.

945	958	984	991	1,002
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- Write the number that is halfway between 670 and 680.

675

- How do you know?

675 IS 5 AWAY FROM 670 &
5 AWAY FROM 680, IT IS
THE SAME DISTANCE FROM
BOTH NUMBERS.

$$680 - 675 = 675 - 670$$

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Rubric

CATEGORY	4	3	2	1
Mathematical concepts	Response shows complete understanding of the mathematical concepts used to solve the problem(s).	Response shows substantial understanding of the mathematical concepts used to solve the problem(s).	Response shows some understanding of the mathematical concepts needed to solve the problem(s).	Response shows very limited understanding of the underlying concepts needed to solve the problem(s), OR the response is not written.
	<p>Response shows evidence in ALL of the following tasks.</p> <p>Task 1. Student answers more and shows evidence of multiplication, repeated addition, or estimation of 10×21.</p> <p>Task 2. Student completes table, as shown on answer sheet. Student identifies week 2 as the most and week 1 as the least. Student shows evidence of converting 5 feet into 60 inches.</p> <p>Task 3. Student circles 415 on the number line in part (a) and explains why that number is closest to 417. Student circles 700 on the number line in part (b) and explains why that number is closest to 698. Student answers more in part (c) and shows evidence of addition or estimation.</p> <p>Task 4. Student circles 345 and 348 in the first box and 958, 984, and 991 in the second box. Student explains why 675 is halfway between 670 and 680.</p>	<p>Response shows evidence in only 3 of the tasks described in category 4.</p>	<p>Response shows evidence in only 2 of the tasks described in category 4.</p>	<p>Response shows evidence in 1 or none of the tasks described in category 4.</p>

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Rubric

CATEGORY	4	3	2	1
Strategy and procedures	Student typically uses an efficient and effective strategy to solve the problem(s).	Student typically uses an effective strategy to solve the problem(s).	Student sometimes uses an effective strategy to solve the problem(s), but not consistently.	Student rarely uses an effective strategy to solve the problem(s).
	Response shows evidence in ALL of the following tasks. Task 1. Student shows evidence of multiplication or repeated addition or estimation to compare 10×21 to 200. Task 2. Student shows evidence of subtraction to determine how many inches the sunflower grew each week. Student shows evidence of comparing the weekly growths, possibly by ordering. In part (d) student shows evidence of converting 5 feet to 60 inches or of converting 50 inches to 4 feet 2 inches. Task 3. In part (a) student shows evidence of marking number line into equal parts (fifths) to determine placement of 417. In part (b) student shows evidence of marking number line into equal parts (fifths) to determine placement of 698. In part (c) student shows evidence of addition of 417 and 698 or evidence of estimation of 400 and 700.	Response shows evidence in only 2 of the tasks described in category 4.	Response shows evidence in only 1 of the tasks described in category 4.	Response shows evidence of strategy or procedure.

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Rubric

CATEGORY	4	3	2	1
Explanation and communication	Explanation is detailed and clear; uses appropriate terminology and/or notation.	Explanation is clear; uses some appropriate terminology and/or notation.	Explanation is a little difficult to understand, but includes critical components; shows little use of appropriate terminology and/or notation.	Explanation is difficult to understand, is missing several components, and does not use or include appropriate terminology and/or notation.
	<p>Response shows evidence in ALL of the following explanations.</p> <p>Task 1. Student explains why the number of sunflowers is more than 200 using a multiplication, repeated addition, or estimation argument.</p> <p>Task 2. Student explains how numbers in right column are obtained and how they are ordered. In part (d) student explains that 50 inches is less than 60 inches, or 5 feet.</p> <p>Task 3. In parts (a) and (b), student uses a distance argument and compares the number to both ends of the interval; for example, $417 - 415 < 420 - 417$. In part (c) student uses an addition or an estimation argument to explain why there are more than 1,000 seeds; for example, $400 + 600 = 1,000$, Josh has more than 400, and Elida has more than 600.</p> <p>Task 4. Student uses a distance argument to explain why 675 is halfway between 670 and 680; that is, $680 - 675 = 675 - 670$.</p>	Student shows evidence of explanations for only 3 of the tasks described in category 4.	Student shows evidence of explanations for only 2 of the tasks described in category 4.	Student shows evidence of explanations for only 1 or none of the tasks described in category 4.

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CATEGORY	4	3	2	1
Mathematical accuracy	All or almost all of the steps and solutions have no mathematical errors.	Most of the steps and solutions have no mathematical errors.	Some of the steps and solutions have no mathematical errors.	Few of the steps and solutions have no mathematical errors.
	<p>Student provides correct answers for ALL of the following tasks.</p> <p>Task 1. Student answers more and compares 210 to 200.</p> <p>Task 2. Student completes table, as shown on answer sheet. Student circles 2 in part (b) and circles 1 in part (c). Student answers less in part (d).</p> <p>Task 3. Student circles 415 on the number line in part (a) and circles 700 on the number line in part (b). Student answers more in part (c).</p> <p>Task 4. Student circles 345, 348, and nothing else in the first box. Student circles 958, 984, 991, and nothing else in the second box. Student answers 675.</p>	<p>Student provides correct answers for only 3 of the tasks described in category 4.</p>	<p>Student provides correct answers for only 2 of the tasks described in category 4.</p>	<p>Student provides a correct answer for only 1 or none of the tasks described in category 4.</p>

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Scoring Notes Checklist

Task	Check Yes	Category
Task 1		
Student answers more and shows evidence of multiplication, repeated addition, or estimation of 10×21 .		Concept
Student shows evidence of multiplication or repeated addition or estimation to compare 10×21 to 200.		Strategy
Student explains why the number of sunflowers is more than 200 using a multiplication, repeated addition, or estimation argument.		Explanation
Student answers more and compares 210 to 200.		Accuracy
Task 2		
Student completes table, as shown on answer sheet. Student identifies week 2 as the most and week 1 as the least. Student shows evidence of converting 5 feet into 60 inches.		Concept
Student shows evidence of subtraction to determine how many inches the sunflower grew each week. Student shows evidence of comparing the weekly growths, possibly by ordering. In part (d) student shows evidence of converting 5 feet to 60 inches or of converting 50 inches to 4 feet 2 inches.		Strategy
Student explains how numbers in right column are obtained and how they are ordered. In part (d) student explains that 50 inches is less than 60 inches, or 5 feet.		Explanation
Student completes table, as shown on answer sheet. Student circles 2 in part (b) and circles 1 in part (c). Student answers less in part (d).		Accuracy
Task 3		
Student circles 415 on the number line in part (a) and explains why that number is closest to 417. Student circles 700 on the number line in part (b) and explains why that number is closest to 698. Student answers more in part (c) and shows evidence of addition or estimation.		Concept
In part (a) student shows evidence of marking number line into equal parts (fifths) to determine placement of 417. In part (b) student shows evidence of marking number line into equal parts (fifths) to determine placement of 698. In part (c) student shows evidence of addition of 417 and 698 or evidence of estimation of 400 and 700.		Strategy
In parts (a) and (b), student uses a distance argument and compares the number to both ends of the interval; for example, $417 - 415 < 420 - 417$. In part (c) student uses an addition or an estimation argument to explain why there are more than 1,000 seeds; for example, $400 + 600 = 1,000$, Josh has more than 400, and Elida has more than 600.		Explanation
Student circles 415 on the number line in part (a) and circles 700 on the number line in part (b). Student answers more in part (c).		Accuracy

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Task 4		
Student circles 345 and 348 in the first box and 958, 984, and 991 in the second box. Student explains why 675 is halfway between 670 and 680.		Concept
Student uses a distance argument to explain why 675 is halfway between 670 and 680; that is, $680 - 675 = 675 - 670$.		Explanation
Student circles 345, 348, and nothing else in the first box. Student circles 958, 984, 991, and nothing else in the second box. Student answers 675.		Accuracy

