Grade 2: Midyear

Universal Screener for Number Sense

Instructions

Interview

Interviews should be conducted one-on-one with students. Do not provide paper and pencil, and only provide materials as directed.

Interviews can be done by sitting with a single student and working through all of the questions or can be done one or two questions at a time. For example, teachers might find that they can quickly and easily assess counting by moving around the room to listen to students count and then, later, in a separate session, set up a table with the necessary materials and pull students one at a time to complete those tasks that use materials.

We encourage that the interviews be done by the primary teacher if possible since so much of the important information that comes from these tasks cannot be captured in a score.

Numeral Writing:

Dictate the following numbers and have the students write them.

"thirty-three, seventy, one hundred ten, one hundred fifty, five hundred, eight hundred eighty"
"**treinta y tres, setenta, ciento diez, ciento cincuenta, quinientos, ocho cientos ohenta"**

Materials for Numeral Writing, Fluency Tasks: Addition and Subtraction, and Applied Place Value Tasks: Addition and Subtraction:

Scratch paper and pencil.

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Detailed Script and Rubrics, *print 1 copy/test administrator*

Number Word Sequences: 2.NBT.A.2   Number Sense: Forward and Backward Number Word Sequences

1. **Count forward starting at 198 and I will tell you when to stop."** (Stop at 202)
   - If student is less than fully fluent with count to 202, say, **"Thanks. This time start counting at 97 and I will tell you when to stop."** (stop at 112)

3	2	1	0
Student is able to count from 198 – 202 with a reasonable degree of fluency and confidence.	Student is able to count from 198 – 202, but has pauses or self-corrections, and student is able to count fluently from 97 – 112.	Student does not count correctly from 198 – 202, but is able to correctly count from 97 – 112 (can be less than fluent and have self-corrections).	Student does not accurately complete count.
Commentary: Proficient students count forward by ones from any number under 1000. Counting is foundational for developing understanding of the place value system and for addition and subtraction. When students score zero on this task, the assessor should do more diagnostic assessment to ascertain what the student can do. In particular, checking to ensure that a student can fluently count through the teen numbers and up to thirty is absolutely critical. For students who are still struggling with their number word sequences under 100, interventions should be put into place.			

2. **Count backward starting at 157 and I will tell you when to stop."** (Stop at 148)
   - If student is less than fully fluent with count to 148, say, **"Thanks. This time start counting at 56 and I will tell you when to stop."** (stop at 47)

3	2	1	0
Student is able to count from 157 – 148 with a reasonable degree of fluency and confidence.	Student is able to count from 157 – 148, but has pauses or self-corrections, and student is able to count fluently from 56 – 47.	Student does not count correctly from 157 – 148, but is able to correctly count from 56 – 47 (can be less than fluent and have self-corrections).	Student does not accurately complete count.
Commentary: Proficient students count backward by ones from any number under 1000. Counting is foundational for developing understanding of the place value system and for addition and subtraction. When students score zero on this task, the assessor should do more diagnostic assessment to ascertain what the student can do. In particular, checking to ensure that a student can fluently count through the teen numbers and up to thirty is absolutely critical. For students who are still struggling with their number word sequences under 100, interventions should be put into place.			

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Numeral Identification: 2.NBT.A.3   Number Sense: Numeral Identification

3. **"Read these numbers."** Present cards to student one at a time.

| 550 | 111 | 212 |

If the student says something like, "five-fifty" ask the student if they have another way to say this. Correct answers are: five hundred fifty, one hundred eleven (accept "a-hundred eleven") and two hundred twelve."

3	2	1
Student read the numbers accurately on first attempt.	Student reads the numbers, but makes self-corrections or reads them correctly on a second attempt.	Student reads at least one number incorrectly.

Commentary: This task samples this skill using only three numbers. For students who score at a level 1 on this task further assessments should be done to determine which numbers (or range of numbers) still need to be learned and/or practiced.

Note: Many students will insert an "and" after the hundreds (e.g. five hundred *and* twelve). Although some math educators will insist that the word "and " should be reserved for reading decimal numbers, colloquially many people insert an "and" in this way. For this assessment, do not count the response as incorrect if a student inserts an "and" after the hundred.

Language Considerations: It is important that students are able to read numbers in the language of instruction. However, when students have the ability to read numbers in another language this is a significant asset that should be recognized. Learning to read numbers in a second language should be approached differently, by helping the student to make connections to the other language. For this reason, for students who are bilingual, it is helpful to assess in both languages. For students who are bilingual it is also important not to assume that they are able to read these numbers in their first language.

Mental Subtraction - Subtracting Ones: 2.NBT.B.5   Number Sense: Place Value-Mental Math

4. **Present the card 81 - 2. Read this card. (**Make sure that the student has read it accurately. Correct the student if they do not.) **"Solve this problem."** If it is not obvious, ask, **"How did you work it out?"** (Teacher may prompt student to make a second attempt)

3	2	1
Student solves the problem accurately on first attempt.	Student solves problem, but makes self-corrections in the process. (Teacher might ask student to solve again if there is a minor counting error.)	Student is unable to solve problem.

Commentary: This problem is constructed to prompt a count back. If a student attempts to use an algorithm (often drawn with a finger on the table), it should be noted, and if the student is able to use that method and arrive at a correct answer, score the response as a three, but ask if they have another way to solve this problem. A count back or "jump back" method is the preferable method for solving this problem, and students who are truly making sense of this problem will normally choose, apply that strategy rather than to do the tedious regrouping necessary for applying a traditional algorithm.

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Detailed Script and Rubrics

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Modified for MOST – Spring 2025

Use with continuing students who were given the Grade 2 FALL assessment in Fall 2024

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Contextualized Addition: CCSS: 2.NBT.5   Number Sense: Place Value – Tens and Ones

5. Place a strip of 10 on the table. **"How many dots do you think are here?"** If student does not answer 10, tell them that there are 10. Allow the student to count the 10 dots. Place a set of 4 dots next to the 10. **"How many are there now?"** (student should automatically answer 14 without needing to count.)

   - If the student starts to count the ten interrupt them and remind them that there are 10 in each strip. If the student persists in counting the 10 to solve the 10 + 4 problem, see rubric for a score of 1 and proceed to problem 5.

   Cover the 14 dots. Put 5 strips of 10 next to the cover. **"I have 50 dots here. I am going to put these with the 14."** Slide the 5 ten strips under the cover. **"How many dots are there under here now?"**

   - If student is unsuccessful, remove the 50 from under the cover and leave them on the table (with the 14 still under the cover) and prompt the student to solve the problem again.

3	2	1
Student is able to solve the problem with all the materials covered.	Student is able to solve the problem with the 5 strips of 10 visible using a count by 10 method, but unable to solve while they are covered.	Student is unable to respond correctly or the student attempts to count all dots by ones. If the student counts all to determine the original 14 dots the response should be scored as 1 and attention needs to be given to help the student understand 10 as a unit.

Commentary: Proficient students mentally solve problems which involve adding any number of 10s to a non-ten number under 100. This ability to use 10s and ones mentally to solve problems is both an indicator of preparedness for the more complex work with larger numbers that comes in the second half of the school year.

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Detailed Script and Rubrics

Comparison: 2.MD.B.5   Number Sense: Problem Solve - Comparisons

6. **"The top rectangle here is 7 units long. The rectangle on the bottom is 11 units. How much longer is the bottom rectangle than the top rectangle?"**

   Possible alternative phrasings:
   Ask they student, **"Which rectangle is longer?"** after they answer that the bottom one is longer say, **"That's right. How much longer?"**
   "What is the difference in the length of the top rectangle and the bottom one?"

3	2	1
Student recognizes the problem as a comparison problem and solves using the numbers. Score as a 3 even if there is a slight calculation error (off by not more than 1.)	A variety of behaviors will be scored as a 2. - Student needs a rephrasing of the problem in order to conceptualize that this is a comparison problem and solve. - Student sees this as a comparison problem, but does not "numerize" the situation and attempts to count the difference without paying attention to the numbers. These students will often be seen using a finger to attempt to count the space between the two rectangles. Please note that even if the student happens to accurately answer 4, but has not shown that they are attending to the numbers given, a score of 2 should be given. - Student subtracts (or attempts to add up), but miscalculates. (e.g. "11 – 7; that is 5.")	Student is unable to conceptualize the idea of the comparison. They might answer something like, "This one goes to 11."

Commentary: Understanding comparison problems represents an important developmental marker in a student's understanding of subtraction. This problem appears to be both linguistic and conceptual. Sometimes clearly language is the issue in understanding this problem. The primary purpose of this problem is to see if the student can conceptualize the idea of difference and comparison, so feel free to reword this one if you think that the wording is the issue. These difficulties with the language of difference problems is also important information.

Refrain from any gesturing beyond simply pointing to the rectangles.

7. **Number writing: 2.NBT.A.3**   Number Sense: Numeral Writing
   Have the students write the following numbers: 33, 70, 110, 150, 500, 880

3	2	1
All correct (without any numbers written backward)	Student makes one mistake (or more than one number has reversals but the number is in essence correctly constructed.)	Fewer than 5 numbers correct

Commentary: Most students who might have been prone to writing numbers backwards in the past will have corrected this by now. However, for those students for whom this issue persists, it is time to make sure that they are aware and to hold them accountable for writing numbers correctly. It is also good to pay attention to the ways that students write numbers to ensure that they use the correct stroke sequence (i.e. the number 0 should be started at the top of the number).

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Detailed Script and Rubrics

Commentary on Fluency Tasks:

As students engage with these fluency tasks, observe your students. Notice which students use fingers and how they use them. These tasks are not intended to be a comprehensive assessment of fluency. However, there is ample evidence that the ability to quickly and reliably solve basic tasks serves as a building block for other mathematical learnings. The teaching, practicing and observation assessment of fluency should be ongoing. Students should be developing number sense in order to solve these problems, and within 10 they should have automaticity.

8. Addition Fluency: 2.OA. B.2　　　　Number Sense: Structures, Flexibility and Fluency

$8+6$　　　$11+4$　　　$^*\_\_+2=7$　　$^*4+\_\_=10$

3	2	1	0
4 correct, does not count by one to solve * tasks	3-4 correct, counts by one to solve * tasks	2 correct	0-1 correct

9. Subtraction Fluency: 2.OA.B.2　　　　Number Sense: Structures, Flexibility and Fluency

$11-5$　　　$18-4$　　　$^*10-8$　　　$^*8-3$

3	2	1	0
4 correct, does not count by one to solve * tasks	3-4 correct, counts by one to solve * tasks	2 correct	0-1 correct

Commentary on Applied Place Value Tasks:

The ability of students to solve these addition and subtraction tasks demonstrates some understanding of place value. If a student is solving these problems mentally, that is a good indicator that they are on track in their development of applied place value.

10. Applied place value; Subtraction: 2.NBT.B.5 Number Sense: Computation – Addition

33-4, 63-20, 40-8

3	2	1	0
3 correct	2 correct	1 correct	0 correct

11. Applied place value; addition: 2.NBT. B.5　　Number Sense: Computation – Subtraction

38+6, 52+38, 63+44

3	2	1	0
3 correct	2 correct	1 correct	0 correct

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Quick Script, *print 1 copy/test administrator*

Number Word Sequences

1. **Count forward starting at 198 and I will tell you when to stop."** (Stop at 202). If student is less than fully fluent with count to 202, say, **"Thanks. This time start counting at 97 and I will tell you when to stop."** (stop at 112)

2. **"Count backward starting at 157 and I will tell you when to stop."** (Stop at 148). If student is less than fully fluent with count to 148, say, **"Thanks. This time start counting at 56 and I will tell you when to stop."** (stop at 47)

Numeral Identification

3. **"Read these numbers."** Present cards to student one at a time. (**550, 111, 212)**
   If the student says something like, "five-fifty" ask the student if they have another way to say this.

Mental Subtraction – Subtracting Ones

4. Present the card 81 - 2. **Read this card. (**Make sure that the student has read it accurately. Correct the student if they do not.) **"Solve this problem." "How did you work it out?"** Teacher may prompt student to make a second attempt, if they feel student might be able to correct answer.

Contextualized Addition

5. Place a strip of 10 on the table. Allow the student to count the 10 dots. Place a set of 4 dots next to the 10. **"How many are there now?"** (student should automatically answer 14 without needing to count. If the student starts to count the ten <u>interrupt them </u>and remind them that there are 10 in each strip. If the student persists in counting the 10 to solve the 10+4 problem, see rubric for a score of 1 and proceed to problem 5).

Cover the 14 dots. Put 5 strips of 10 next to the cover. **"I have 50 dots here. I am going to put these with the 14."** Slide the 50 under the cover. **"How many dots are there under here now?"**
   If student is unsuccessful, remove the 50 from under the cover and leave them on the table (with the 14 still under the cover) and prompt the student to solve attempt the problem again.

Comparison

6. **"The top rectangle here is 7 units long. The rectangle on the bottom is 11 units. How much longer is the bottom rectangle than the top rectangle?"**

   Possible alternative phrasing: **"What is the difference in the length of the top rectangle and the bottom one?"**

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Numeral Writing: [provide half sheet of paper and a pencil]

7. **"I am going to read some numbers. Write them on this paper."**

    "thirty-three, seventy, one hundred ten, one hundred fifty, five hundred, eight hundred eighty"

Fluency Tasks: Addition

8.

    a. Present the expression 8 + 6. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 8 plus 6?"**

    b. Present the expression 11 + 4. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 11 plus 4?"**

    c. Present the expression 4 + _____ = 10. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"What number is missing?"**

    d. Present the expression _____ + 2 = 7. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"What number is missing?"**

Fluency Tasks: Subtraction

9.

    a. Present the expression 10 - 8. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 10 minus 8?"**

    b. Present the expression 8 - 3. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 8 minus 3?"**

    c. Repeat with expression cards showing 11 – 5, and 18 – 4.

10. **Applied Place Value Tasks: Subtraction**

   a. Present the expression 33 – 4. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 33 minus 4?"**

   b. Repeat with expression cards showing 63 - 20 and 40 - 8

11. **Applied Place Value Tasks: Addition**

   a. Present the expression 38 + 6. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 38 plus 6?"**

   b. Repeat with expression cards showing 52+38, and 63+44.

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Spanish Quick Script, *print 1 copy/test administrator*

Number Word Sequences

1. **"Comienza a contar desde 198 hacia adelante con incrementos de uno y yo te avisare cuando parar."** (Stop at 202)
   - If student is less than fully fluent with count to 202, say, **"Gracias. Y esta vez comienza contando del 97 y yo ye avisare cuando parar."** (stop at 112)

2. **Comienza a contar desde 157 hacia atrás con incrementos de uno y yo te avisaré cuando parar."** (Stop at 148)
   - If student is less than fully fluent with count to 202, say, **"Gracias. Y esta vez comienza contando del 56 y yo te avisaré cuando parar."** (stop at 47)

Numeral Identification

3. **"Lee estos números."** Present cards to student one at a time. (**550, 111, 212)**
   If the student says something like, "five-fifty" ask the student if they have another way to say this.

Mental Subtraction – Subtracting Ones

4. Present the card 81 - 2. **Lee esta tarjeta. (**Make sure that the student has read it accurately. Correct the student if they do not.) **"Soluciona este problema." "¿Como lo solucionaste?"**
   Teacher may prompt student to make a second attempt, if they feel student might be able to correct answer.

Contextualized Addition

5. Place a strip of 10 on the table. " **¿Cuántos puntos crees que hay aquí?"** Allow the student to count the 10 dots. Place a set of 4 dots next to the 10. **"¿Cuántos hay ahora?"** (student should automatically answer 14 without needing to count.

   If the student starts to count the ten interrupt them and remind them that there are 10 in each strip. If the student persists in counting the 10 to solve the 10+4 problem, see rubric for a score of 1 and proceed to problem 5).

   Cover the 14 dots. Put 5 strips of 10 next to the cover. **"Yo tengo 50 puntos aquí. Los voy a poner con los 14."** Slide the 50 under the cover. **"¿Cuántos puntos están debajo de aquí ahora?"**
   If student is unsuccessful, remove the 50 from under the cover and leave them on the table (with the 14 still under the cover) and prompt the student to solve attempt the problem again.

Comparison

6. **"El rectángulo de arriba es 7 unidades de largo. El rectángulo de abajo es de 11 unidades. ¿Cuánto más largo es el rectángulo de abajo que el rectángulo de arriba?"**
   Possible alternative phrasing: **"¿Cual es la diferencia en longitud del rectángulo de arriba y el de abajo?"**

Numeral Writing: [provide half sheet of paper and a pencil]

7. **"Voy a leer algunos números. Escríbelos en este papel"**
   "**treinta y tres, setenta, ciento diez, ciento cincuenta, quinientos, ocho cientos ochenta"**

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8. **Fluency Tasks: Addition**

    a. Present the expression 8 + 6. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Cuánto es 8 más 6?"**

    b. Present the expression 11 + 4. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Cuánto es 11 más 4?"**

    c. Present the expression 4 + _____ = 10. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Qué número falta?"**

    d. Present the expression _____ + 2 = 7. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Qué número falta?"**

9. **Fluency Tasks: Subtraction**

    a. Present the expression 10 - 8. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Cuánto es 10 menos 8?"**

    b. Present the expression 8 - 3. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Cuánto es 8 menos 3?"**

    c. Repeat with expression cards showing 11 – 5, and 18 – 4.

10. **Applied Place Value Tasks: Subtraction**

   a. Present the expression 33 – 4. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Cuánto es 33 menos 4?"**

   b. Repeat with expression cards showing 63 - 20 and 40 - 8

11. **Applied Place Value Tasks: Addition**

   a. Present the expression 38 + 6. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Cuánto es 38 más 6?**

   b. Repeat with expression cards showing 52+38, and 63+44.

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Interview Note Catcher, *print 1 copy/student*

Name: _____

Date: _____ Teacher: _____

Language: □ English □ Spanish □ Other: _____

Number Word Sequences	score
1. "Count forward starting at 198 and I will tell you when to stop." (Stop at 202) If necessary: **"This time start counting at 97 and I will tell you when to stop."** (stop at 112) *Notes:* □ *student counts fluently from 198 to 202: 3 pts* □ *student less than fully fluent with a count from 198-202 but counts fluently from 97-112: 2 pts* □ *student is less than fluent with the counts from 198-202, as well as 97-112: 1 pt* □ *less than fluent with all tasks: 0 pts*	
2. "Count backward starting at 157 and I will tell you when to stop." (Stop at 148) If necessary: **"This time start counting at 56 and I will tell you when to stop."** (stop at 47) *Notes:* □ *student counts fluently from 157 to 148: 3 pts* □ *student less than fully fluent with a count from 157-148 but counts fluently from 56-47: 2 pts* □ *student is less than fluent with the counts from 157-148, as well as 56-47: 1 pt* □ *less than fluent with all tasks: 0 pts*	

Numeral Identification	score
3. "Read these numbers." (550, 111, 212) *Notes:* □ *identifies fluently: 3 pts* □ *identifies without fluency: 2 pts* □ *one or more mistakes: 1 pt*	

Mental Subtraction	score
4. 81 - 2 *Notes:* □ *correct 3 pts* □ *correct on second attempt: 2 pts* □ *student unable to solve: 1 pt*	

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Use with continuing students who were given the Grade 2 FALL assessment in Fall 2024

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Contextualized Addition	*score*
5. 10 + 4 + 50 *Notes:* ☐ *correct with covered 3 pts* ☐ *correct, uncovered 2 pts* ☐ *student cannot solve: 1 pt*	
Comparison	*score*
6. Difference between 11 and 7. *Notes:* ☐ *correct 3 pts* ☐ *see detailed rubric: - 2 pts* ☐ *see detailed rubric: 1 pt*	
Number Writing	*score*
7. "Write these numbers." 33 _____ 70 _____ 110 _____ 150 _____ 500 _____ 880 _____ *Notes:* ☐ *all correct; no backward numbers: 3 pts* ☐ *one mistake or more than one number has reversals: 2 pts* ☐ *fewer than 5 numbers correct: 1 pt*	
Fluency: Addition	*score*
8. "Read this card; What number is missing/How much is..." 8+6 = _____ 11+4 = _____ *4+_____ = 10 * _____+2 = 7 *Notes:* ☐ *4 correct without counting by one on * tasks: 3 pts* ☐ *3-4 correct; involves counting by ones on * tasks: 2 pts* ☐ *1 correct: 1 pt* ☐ *0 correct: 0 pts*	
Fluency: Subtraction	*score*
9. "Read this card; What number is missing/How much is..." *10-8 = _____ *8-3 = _____ 11-5 = _____ 18-4 = _____ *Notes:* ☐ *4 correct without counting by one on * tasks: 3 pts* ☐ *3-4 correct; involves counting by ones on * tasks: 2 pts* ☐ *1-2 correct: 1 pt* ☐ *0 correct: 0 pts*	

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Applied Place Value: Subtraction	*score*
10. **"Read this card; How much is..."** 33-4 _____ 63-20 _____ 40-8 _____ *Notes:* ☐ *3 correct: 3 pts* ☐ *2 correct: 2 pts* ☐ *1 correct: 1 pt* ☐ *0 correct: 0 pts*	
Applied Place Value: Addition	*score*
11. **"Read this card; How much is..."** 38+6 _____ 52+38 _____ 63+44 _____ *Notes:* ☐ *3 correct: 3 pts* ☐ *2 correct: 2 pts* ☐ *1 correct: 1 pt* ☐ *0 correct: 0 pts*	

Grade 2 Midyear – Modified for MOST

Well Below Basic	Below Basic	Basic	Proficient
4–10	11–18	19–26	27–33

**Students having overall proficiency scores from 4–18 are recommended for continuing in the MOST program during Spring 2025.
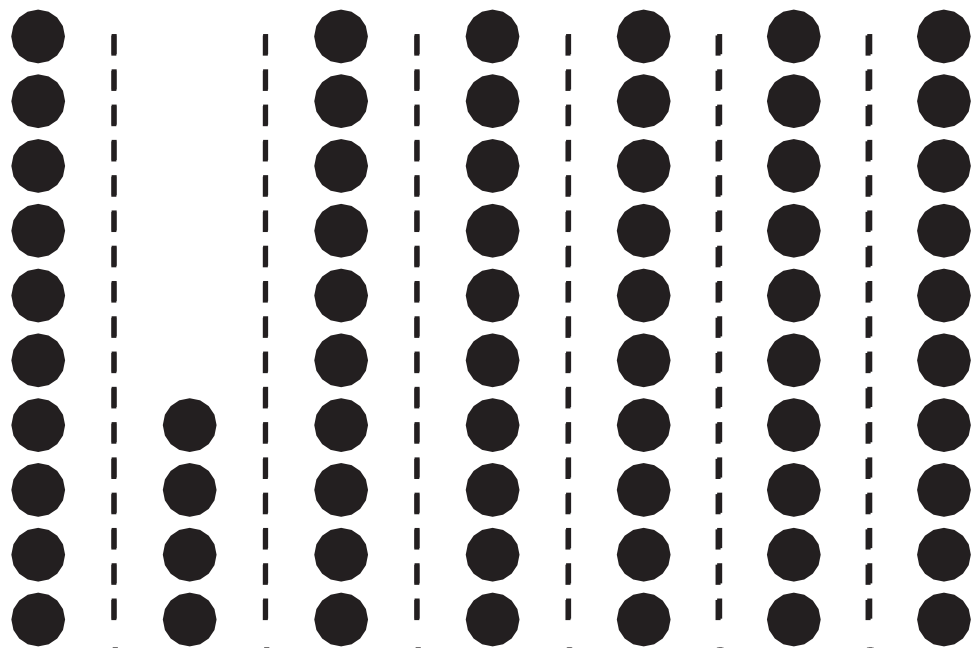
550

111

212

81-2

7 units

▬▬▬▬▬

11 units

▬▬▬▬▬▬▬

Grade 2: Midyear Screener Cards

10 - 8	**8 - 3**
11 - 5	**18 - 4**
33 - 4	**63 - 20**
40 - 8	**38 + 6**

Screener Cards – Page 2 of 2

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Screener Cards   *page 2 of 3*

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52 + 38	**63 + 44**

$$4 + \underline{\quad\quad} = 10$$

$$\underline{\quad\quad} + 2 = 7$$

8 + 6	**11 + 4**