

Texas Essential Knowledge and Skills for Mathematics

“Rapid” Assessment: GRADE 2

(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.	2.3D: The student is expected to determine the value of a collection of coins up to one dollar.
Materials: 4 quarters, 10 dimes, 10 nickels, 9 pennies	
Procedure: Students will identify collections of coins up to a dollar. First, make sure student can identify the value of each coin. Present coins in random order, using a combination of coins representing various values (e.g., may use only one type of coin, a combination of coins, increasing amounts)	
It is not necessary to present a large number of problems at once, but by presenting them by increasing levels of difficulty, you will be able to document student progress.	
Can you tell me how much money is here?	
Check Student’s Response:	Check Student’s Strategies
1. \$ _____ <input type="checkbox"/> Correct <input type="checkbox"/> Other:	<input type="checkbox"/> Counted by ones (e.g., nickel as 1, 2, 3, 4, 5) <input type="checkbox"/> Sorted coins before counting <input type="checkbox"/> Counted large coins first <input type="checkbox"/> Other:
2. \$ _____ <input type="checkbox"/> Correct <input type="checkbox"/> Other:	<input type="checkbox"/> Counted by ones (e.g., nickel as 1, 2, 3, 4, 5) <input type="checkbox"/> Sorted coins before counting <input type="checkbox"/> Counted large coins first <input type="checkbox"/> Other:
3. \$ _____ <input type="checkbox"/> Correct <input type="checkbox"/> Other:	<input type="checkbox"/> Counted by ones (e.g., nickel as 1, 2, 3, 4, 5) <input type="checkbox"/> Sorted coins before counting <input type="checkbox"/> Counted large coins first <input type="checkbox"/> Other:
4. \$ _____ <input type="checkbox"/> Correct <input type="checkbox"/> Other:	<input type="checkbox"/> Counted by ones (e.g., nickel as 1, 2, 3, 4, 5) <input type="checkbox"/> Sorted coins before counting <input type="checkbox"/> Counted large coins first <input type="checkbox"/> Other:
Notes:	

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2.3.D: determine the value of a collection of coins up to one dollar	Possible interpretations, issues to follow up on, and implications for teaching
<p>Within the same activity, you may assess a student’s knowledge of the values of given coins, ability to count by fives or tens, understanding of place value (counting quarters and dimes first, saving pennies for last), and ability to add large numbers.</p> <p>Observe the student’s strategies for further information regarding his or her ability to determine amounts from given collections of coins.</p> <ul style="list-style-type: none">• Counting by ones is a valid strategy but demonstrates a possible reluctance or inability to use the fives and tens available when counting with nickels and dimes. A teaching strategy would include encouraging the student to count one set of a single coin (e.g., all nickels) to practice counting by fives and tens. Once the student is comfortable, introduce another coin (e.g., nickels and dimes) and work with the student to become comfortable counting tens and fives together.• A student may group the coins by type. This is an efficient strategy for counting large numbers of coins and demonstrates the student understands place value when counting. Starting with the large coins allows the student to work from larger units to smaller. A teaching strategy might include providing coins that equal more than one dollar and encourage the student to organize the coins by those that equal one dollar, then the other coins that represent the value of the cents.• If the student understands the values of the coins and can start counting but gets lost in the middle, work with smaller numbers of coins, fewer variations, and lesser amounts until he or she is comfortable and then gradually increase the given number of coins and values.	