Unit 4 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 4 — Unit 4 Expectations	L1 SAB Measure with Footprints	L1 SAB Sam's Measurements**	L2 SAB Measure Toy Animals Check-In: Q# 7–8**	L3 SAB Going the Distance: Meters and Centimeters**	L3 SAB Measure Up**	L4 SAB Estimate and Measure Animal Lengths Check-In: Q# 6–8**	L5 SAB Palm Variation: Central School**	L6 TG Rolling Along in Centimeters Observe Data Collection	L6 SAB Rolling Along in Centimeters Check-In: Q# 6	L6 SAB John's Data Check-In: Q# 3–10**
Number 1 — Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.										
E1* Use words and symbols (e.g., <, >, =) to show comparisons of quantities (e.g., lengths). (Algebra 3) [2.NBT.4, MP2, 4]		✕	✕	✕	✕					✕
E2* Use and apply place value concepts and comparative language to compare and order lengths (e.g., shorter, longer, shortest, longest). (Algebra 4) [2.NBT.4, MP2, 4, 5]		✕			✕					✕
Number 2 — Operations: Understand the meaning of numerical operations and their application for solving problems.										
E3 Solve word problems (e.g., compare) involving length.		✕	✕	✕	✕					✕
Measurement 1 — Measurement Concepts: Understand measurable attributes of objects or situations (length, area, mass, volume, size, time) and the units, systems, and processes of measurement.										
E4* Recognize that the measure of a length is dependent on the size of the unit of measure (e.g., a pencil is 6 inches or 15 centimeters). [2.MD.2, MP1, 2, 3, 5, 6, 7]		✕	✕	✕	✕					
Measurement 2 — Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.										
E5 Estimate length using nonstandard (palms, footprints) and standard (centimeters, meters, inches, feet, yards) units. [2.MD.3, MP1, 2, 5]		✕		✕		✕				
E6* Measure length using nonstandard (palms, footprints) and standard (centimeters, meters, inches, feet, yards) units. [2.MD. 1, 2, MP1, 3, 5, 6]	✕		✕	✕				✕		
E7 Select and use appropriate measuring units (e.g., centimeters, meters, yards, inches, feet). [2.MD.2, MP2, 3, 4, 5]					✕	✕		✕		
Data 2 — Data Representation: Select and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.										
E8 Make a table, bar graph, and line plot to find information about a data set. (Algebra 2) [2.MD.9 10, MP1, 4, 5]							✕		✕	
Data 3 — Data Description: Describe a data set by interpreting graphs, identifying patterns, and using statistical measuring, e.g., average and range.										
E9 Read a table, bar graph, and line plot to find information about a data set. (Algebra 3) [2.MD.9,10, MP2, 4, 5]								✕		✕
Data 4 — Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.										
E10 Use a table, bar graph, and line plot to solve problems about a data set. (Algebra 4) [2.MD.9, 10, MP1, 2, 4, 7, 8]							✕			✕

*   Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

	L1 TG DPP Item A *Triangle Flash Cards: Group E*	L1 TG DPP Item C *Carrying Coins*	L1 TG DPP Item D *Math Facts: Group E*	L2 TG DPP Item E *Trading Cents*	L5 TG DPP Item K *Using Math Facts*	L6 TG DPP Item M *Addition Facts Quiz: Group E*
Number 3 — Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.						
E11* Use math fact strategies to add (direct modeling, counting strategies, reasoning from known facts) for the facts in Group E (5 + 7, 8 + 4, 8 + 5, 9 + 3, 9 + 4, 9 + 5, 10 + 1, 10 + 2, 10 + 3). [2.OA.2, MP3, 8]	✕		✕	✕	✕	✕
E12* Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Group E. (Algebra 4) [2.OA.1, MP1, 2, 7, 8]		✕	✕			✕

Math Practices

	L1 SAB *Sam's Measurements***	L2 SAB *Measure Toy Animals* Check-In: Q# 7–8**	L3 SAB *Measure Up***	L4 SAB *Estimate and Measure Animal Lengths* Check-In: Q# 6–8**	L5 SAB *Palm Variation: Central School***	L6 SAB *John's Data* Check-In: Q# 3–10**
MPE1 Know the problem. I read the problem carefully. I know the questions to answer and what information is important.						
MPE2 Find a strategy. I choose good tools and an efficient strategy for solving the problem. [MP1]						✕
MPE3 Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again.						
MPE4 Check my calculations. If I make mistakes, I correct them.						
MPE5 Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking.	✕					✕
MPE6 Use labels. I use labels to show what numbers mean. [MP6]	✕	✕	✕	✕	✕	✕

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