Unit 11 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*
digital Teacher Guide

Content

Key Ideas in Unit 11 / Unit 11 Expectations	L1 SAB Understanding Scales	L2 SAB Reading Graduated Cylinders Check-In: Q# 2–5**	L3 SAB Filling Graduated Cylinders Check-In: Q# 2–4	L4 SAB Measuring Volume**	L5 SAB Volume Check**
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., volumes). (Algebra 3) [2.NBT.4, MP2, 4]				✕	✕
E2* Use and apply place value concepts and comparative language to compare and order volumes (e.g., greater, least, greater than, less than). [2.NBT.4, MP2, 4, 5]		✕		✕	
Number 2 — Operations: Understand the meaning of numerical operations and their application for solving problems.					
E3* Solve addition and subtraction word problems (e.g., part-whole, join, compare) involving volume. [2.OA.1, MP1, 3, 4, 5]		✕	✕	✕	✕
Measurement 2 — Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.					
E4 Read and interpret a variety of scales (e.g., graduated cylinder, thermometer) calibrated by twos, fives, and tens. [2.OA.3, 2.NBT.2, MP2, 3, 5, 6, 7]	✕	✕	✕	✕	✕
E5 Measure volume by displacement using a graduated cylinder. [2.OA.1, 5, 2.NBT.5, 8, MP 1, 2, 3]				✕	✕
Data 2 — Data Representation: Select and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.					
E6 Make a bar graph to find information about a data set. (Algebra 2) [2.MD.10, MP2]				✕	
Data 3 — Data Description: Describe a data set by interpreting graphs, identifying patterns, and using statistical measures, e.g., average and range.					
E7 Read a table and bar graph to find information about a data set. (Algebra 3) (Data 3) [2.MD.10, MP2, 7, 8]				✕	
Data 4 — Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.					
E8 Use a table and bar graph to solve problems about a data set. (Data 4) (Algebra 4) [2.MD.10, 2.OA.1, MP2, 7, 8]		✕		✕	

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

		L1 TG DPP Item A Triangle Flash Cards: Group C Subtraction Facts	L2 TG DPP Item C Subtraction Facts Practice	L3 TG DPP Item F More Subtraction Facts Practice	L4 TG DPP Item G Subtraction with Tens and Hundreds	L4 TG DPP Item F More Subtraction Facts Practice
Number 3	Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.					
E9*	Demonstrate fluency with the subtraction facts related to the addition facts in Group C ($9 - 2$, $9 - 3$, $9 - 6$, $9 - 7$, $10 - 1$, $10 - 2$, $10 - 3$, $10 - 4$, $10 - 5$, $10 - 6$, $10 - 7$, $10 - 8$, $10 - 9$, $11 - 2$, $11 - 3$, $11 - 4$, $11 - 5$, $11 - 6$, $11 - 7$, $11 - 8$, $11 - 9$). [2.OA.1, 2]	✗	✗	✗	✗	✗
E10*	Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Group C. (Algebra 4)[2.OA.1, 2, MP2]		✗	✗		

Math Practices

		L1 SAB Understanding Scales	L2 SAB Reading Graduated Cylinders Check-In: Q# 2–5**	L3 SAB Filling Graduated Cylinders Check-In: Q# 2–4	L5 SAB Volume Math Check**
MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important. [MP1]				✗
MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem.				✗
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. [MP3, 7]				✗
MPE6	**Use labels.** I use labels to show what numbers mean. [MP6]	✗	✗		✗

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