

## Grade 2 Math Fluency Expectations & Assessment Directions

*The goal of fluency instruction in Woodridge 68 is for students to learn effective fluency strategies to meet grade level standards and have daily time to practice these strategies.*

**2.NBT.B.5** Fluently add and subtract within 100 using strategies

**2.OA.B.2** By the end of Grade 2, know from memory all sums of two one-digit numbers

At the end of each trimester, teachers will administer a two part common assessment, and use it to report to stakeholders the student's proficiency level towards **end of the year expectations**. Each part should be administered separately. Review the assessment with students and explain they should show what they know.

**Part 1 - Addition and Subtraction within 20:** Students will initially have 4 minutes to complete addition and subtraction problems within 20. Initial times do not include the problem set marked with an apple (above grade level expectations). After 4 minutes, give students a calm and quiet signal to stop and ask them to change the color of the writing tool so teachers can see how many problems the student finished in the initial time.

Provide a stretch and wiggle break. Following the break, give students another 2+ minutes to complete any remaining problems. Students who complete the first set of problems before the rest of the class should be invited to tackle the extending problems if appropriate to their skill level. Reassure students that if they didn't finish all the problems in 4 minutes or found some of the problems difficult, there will be many opportunities this year to learn strategies and develop fluency in calculating.

**Part 2 - Multi-digit Addition and Subtraction within 100:** Unlike fluency with single digit operations, we are looking for students to show proficiency at arriving at an accurate answer. Time is not as essential in these longer operations. The students should be able to complete the multi-digit assessment in about 10 minutes, but if students need more time to complete the assessment accurately, at teachers' discretion, please allow them the time that they need. Fluency does have a time aspect to it, but it is not the sole aspect.

**Accuracy is paramount on this assessment.**

### ***How to enter grades in Skyward***

Teachers can set up events for formative assessments and mark them as NO COUNT. In order to eliminate a factor of math anxiety, do not focus on speed and administer numerous timed tests.

**Part 1 - Addition and Subtraction within 20:** *(Any problem not completed is considered an error.)*

**EXT** = 0 errors within 4 minutes and some problems answered correctly on extending section

**MTG** = 0 or 1 error within 6+ minutes; score on extending does not count

**DEV** = 2-4 errors within 6+ minutes; score on extending does not count

**BEG** = more than 4 errors; score on extending section does not count

**Part 2 - Addition and Subtraction within 100:** *(Any problem not completed is considered an error.)*

**EXT** = 0 errors and some problems answered correctly on extending section

**MTG** = 0 or 1 error; score on extending section does not count

**DEV** = 2-4 errors; score on extending section does not count

**BEG** = more than 4 errors; score on extending section does not count

## Grade 2 Suggested Pacing for Fluency

Each trimester, students will be assessed on their ability to meet end of the year expectations

When	Possible Pacing	How Assessed	How Scored
End of Trimester 1	Facts to 10  +/- 10 to a single digit number  +/- 9 to a single digit number  Doubles to 20  Doubles +/- 1 to 20	Observation in classroom performance  Individual Assessments  Fact Fluency Summative	<b>28 Addition/Subtraction Facts within 20</b> <b>EXT</b> = 0 errors on addition problems within 4 minutes and at least one problem answered correctly on extending section <b>MTG</b> = 0 or 1 error on problems within 6+ minutes; score on extending section does not count <b>DEV</b> = 2-4 errors on problems within 6+ minutes; score on extending section does not count <b>BEG</b> = more than 4 errors on problems; within 6+ minutes; score on extending section does not count  <b>15 Addition/Subtraction Facts within 100</b> <b>EXT</b> = 0 errors on problems and at least one problem answered correctly on extending section <b>MTG</b> = 0 or 1 error on problems; score on extending section does not count <b>DEV</b> = 2-4 errors on problems; score on extending section does not count <b>BEG</b> = more than 4 errors on problems; score on extending section does not count
End of Trimester 2	Facts to 20	Observation in classroom performance  Individual Assessments  Fact Fluency Summative	
End of Trimester 3	+/- with 100 Horizontal & Stacked Form	Observation in classroom performance  Individual Assessments  Fact Fluency Summative	

[Fluency Resources on the web](http://www.gcamath.com/fact-fluency.html) (http://www.gcamath.com/fact-fluency.html)

[Other Fluency Resources on the web](http://www.jmathpage.com/) (http://www.jmathpage.com/)