





2nd Grade Unit 1 Measurement and Data Student Assessment Reflection and Goal Setting





Name: _____





Pre-Assessment Score _____ Post Assessment Score _____ Retake Score _____

Directions:

- Before you turn in your test, please look at each problem and learning target. Place a check in the appropriate box:
 - * I am sure of my answer.
 - * I am **not sure** of my answer.
- After your teacher has graded your test, mark if each answer was correct or incorrect and decide why:
 - * simple mistake
 - * math mistake
 - * process mistake
- After completing the table below, please set learning goals for the buffer week.
- After the Retake, mark with a highlighter in the “Right” column questions that you initially answered wrong and now can answer correctly.

	Learning Target	Before turning in the Test Choose One		After the test Choose One		If you chose incorrect, decide why it was wrong.		
		Sure of my answer 	<u>Not sure</u> of my answer 	Right 	Incorrect 	Simple Mistake	Math Mistake	Process Mistake
1	2.MD.A.1 <i>I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</i>							
2	2.MD.A.1 <i>I can measure the length of an object by selecting and using appropriate tools.</i>							
3	2.MD.A.1 <i>I can measure the length of an object by selecting and using appropriate tools..</i>							
4	2.MD.A.1 <i>I can measure the length of an object by selecting and using appropriate tools.</i>							
5	2.MD.A.1 <i>I can measure the length of an object by selecting and using appropriate tools.</i>							
6	2.MD.A.1 <i>I can measure the length of an object by selecting and using appropriate tools.</i>							
7	2.MD.A.1 <i>I can measure the length of an object by selecting and using appropriate tools.</i>							
8	2.MD.A.1 <i>I can measure the length of an object by selecting and using appropriate tools.</i>							
9	2.MD.B.5 <i>I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.</i>							
10	2.MD.B.5 <i>I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.</i>							

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11	2.MD.B.5 I can use addition and subtraction within 100 to solve word problems involving lengths.							
12	2.MD.B.5 I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.							
13a	2.MD.B.5 I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.							
13b	2.MD.B.5 I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.							
14	2.MD.B.5 I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.							
15	2.MD.D.10 I can draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1 using information presented in a bar graph.							
16	2.MD.D.10 I can draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1 using information presented in a bar graph.							
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18	2.MD.D.10 I can draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1 using a graph.							
19	2.MD.D.10 I can draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1 using a graph.							

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Simple Mistake: I wrote the wrong number or math problem; I did not listen or follow the directions correctly; My work was too messy to read or understand.

Math Mistake: I did not add, subtract multiply or divide correctly; I did not line up my digits, commas or decimal points.

Process Mistake: I did not follow the math properties or rules; I did not complete all of the steps or do them in order; I did not show my thinking of each step; I only did one step of a multi-step problem.

Student Goal Setting for Buffer Week

- Targets I'm confident I know ...

I can measure the length of an object.

I can choose the appropriate tool to measure an object.

I can use addition & subtraction to solve word problems involving lengths.

I can make a line plot.

I can use information given to me to draw a picture graph and a bar graph in 4 categories.

I can interpret a bar graph with 4 categories.

- Targets I am still working on....

I can measure the length of an object.

I can choose the appropriate tool to measure an object.

I can use addition & subtraction to solve word problems involving lengths.

I can make a line plot.

I can use information given to me to draw a picture graph and a bar graph in 4 categories.

I can interpret a bar graph with 4 categories.

- My learning goal for the buffer week:

- To accomplish my goal, I will...