

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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|-----|--|--|---|---|---|--|--------------|-----------------|
| | | Sure of my answer  | Not sure of my answer  | Right  | Incorrect  | Simple Mistake | Math Mistake | Process Mistake |
| 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. | | | | | | | |
| 17 | 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. | | | | | | | |
| 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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| | | Sure of my answer  | Not sure of my answer  | Right  | Incorrect  | Simple Mistake | Math Mistake | Process Mistake |
| 20 | 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. | | | | | | | |
| 21 | 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. | | | | | | | |
| 22 | 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. | | | | | | | |
| 23 | 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. | | | | | | | |
| 24 | 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. | | | | | | | |
| 25 | 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. | | | | | | | |
| 26 | 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. | | | | | | | |

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...