SAMPLE TEMPLATE FOR DISCUSSIONS WITH FAMILIES

Schools are encouraged to share student work with families on Common Core-aligned performance tasks. There are many different ways to have these conversations with families. Here is an example of a template attached to a student response on the Carol's Numbers assignment from the Grade 2 Math Task Bundle. For additional resources, visit http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/Support/default.htm.

Teacher:_____

Grade/Class:_____

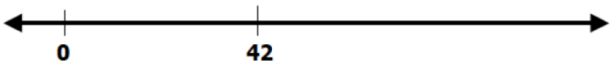
Date: _____

PERFORMANCE TASK: CAROL'S NUMBERS

Carol has three number cards.

1. What is the largest three-digit number Carol can make with her cards?
2. What is the smallest three-digit number Carol can make with her cards?
   Explain to Carol how she can make the smallest possible number using her three cards.

Carol's teacher drew a number line on the board.



3. About where would 85 be? Place 85 on the number line where it belongs.
4. About where would 21 be? Place 21 on the number line where it belongs.
5. About where would 31 be? Place 31 on the number line where it belongs.
   Tell Carol how you knew where to place 31 and why.

KEY CRITERIA

I use a scoring guide to evaluate each student's work. It helps me determine each student's performance level. The scale for this assignment is **1 through 4**, with **level 4 being the highest.**

The scoring guide was designed specifically for this task. The key elements of the task are:

- Understand the relative magnitude of whole numbers and the concepts of sequences, quality, and the relative position of numbers
- Use strategies to estimate and judge the reasonableness of results
- Communicates reasoning using words, numbers or pictures

ATTACHED EXEMPLARY STUDENT RESPONSE (LEVEL 4)

Carol's Numbers

Carol has three number cards.

4 7 2

1. What is the largest three-digit number Carol can make with her cards?

7 4 2

5. What is the smallest three-digit number Carol can make with her cards?

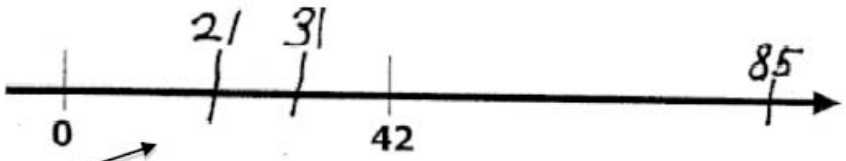
2 4 7

Explain to Carol how she can make the smallest possible number using her three cards.

You take the smallest number and place it in the front. Then you take the next smallest a place it behind the smallest, and so on.

Student A correctly creates the largest and smallest possible numbers out of the three digits. The student's explanation is clear and complete, indicating exactly how to find the smallest possible number.

Carol's teacher drew a number line on the board.



The student correctly places the numbers on the number line and then explains the precise distances each number is from the other.

1. About where would 85 be? Place 85 on the number line where it belongs.

2. About where would 21 be? Place 21 on the number line where it belongs.

3. About where would 31 be? Place 31 on the number line where it belongs.

Tell Carol how you knew where to place 31 and why.

You place the 31 in the middle and a little smaller because 31 is ten more than 21 and is 11 less than 42.

ATTACHED STUDENT RESPONSE (LEVEL 3)

Carol's Numbers

Carol has three number cards.

4 7 2

4. What is the largest three-digit number Carol can make with her cards?

7 4 2

5. What is the smallest three-digit number Carol can make with her cards?

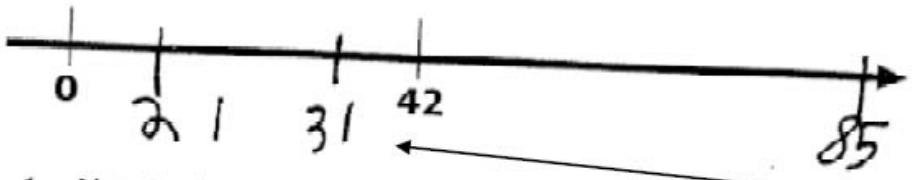
2 4 7

Explain to Carol how she can make the smallest possible number using her three cards.

She puts them least to greatest.

The student correctly creates the largest and smallest numbers possible out of the three cards. The explanation is short but does communicate least to greatest, indicating understanding and good use of vocabulary.

Carol's teacher drew a number line on the board.



1. About where would 85 be? Place 85 on the number line wher it belongs.

2. About where would 21 be? Place 21 on the number line wher it belongs.

3. About where would 31 be? Place 31 on the number line where it belongs.

Tell Carol how you knew where to place 31 and why.

I put is in the middle of 21 and 42 because it is in beetween the to numbers.

The student's location of 21 indcates fragile understanding of numbers on the number line. It should be located half way between 0 and 42. The student does show some understanding by correctly locating 31. The student explains that 31 is between 21 and 42. The student reasons quantitatively and provides a clear explanation of how they thought.