Name Date

* 1. Redraw the objects below in an array.
  2. Circle one column. Then, circle one row.
  3. Write a repeated addition number sentence to match the columns of hearts.

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* 1. Draw and label a tape diagram to match your addition sentence and array.

1. Circle all the expressions that describe the array.

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3 + 3 + 3 + 3 3 + 5 5 + 5 + 5

5 + 5 + 5 + 5 + 5 3 + 3 + 3 + 3 + 3 10 + 3

1. Count the smiley faces one row at a time. Write a repeated addition number sentence to find the total.

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1. Draw an array to match 5 + 5 + 5 + 5, where 5 is the number of objects in the column.

a. Draw an array with 15 squares where one row is made of 5 squares.

1. Write a repeated addition sentence to match the array you drew in 3(a), showing the addition of the number in each row.
2. Sarah won a prize at school! Her teacher said that she would have two choices for the prize:

Choice 1: Get $3 a day for the next 3 days.

Choice 2: Get $2 a day for the next 5 days.

1. Draw an array for each choice.
2. Which way would Sarah get more money? Explain how you know.

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| Mid-Module Assessment Task Standard Addressed | Topics A–B |
| Work with equal groups of objects to gain foundations for multiplication.  **2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | |

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

| A Progression Toward Mastery | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little evidence of reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning without a correct answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  2.OA.4 | The student solves one out of four parts correctly. | The student solves two out of four parts correctly. | The student solves three out of four parts correctly. | The student correctly:   1. Draws triangles in an array. Possible arrays include:   1 row of 12, 12 rows or 1, 2 rows of 6, 6 rows of 2, 3 rows of 4, or 4 rows of 3.   1. Circles one row and one column. 2. Answers 2 + 2 + 2 + 2 + 2 = 10. 3. Draws a tape diagram to match the addition sentence in Part (c). |
| **2**  2.OA.4 | The student solves zero out of three parts correctly. | The student solves one out of three parts correctly. | The student solves two out of three parts correctly. | The student correctly:   1. Circles both 5 + 5 + 5 and 3 + 3 + 3 + 3 + 3. 2. Writes 5 + 5 + 5 + 5 = 20 or 4 + 4 + 4 + 4 + 4 = 20. 3. Draws an array showing 4 columns of 5. |
| **3**  2.OA.4 | The student solves zero out of two parts correctly. | The student solves one out of two parts correctly. | The student correctly shows an array and writes a matching equation for a sum other than 15. | The student correctly:   1. Draws an array showing 3 rows of 5. 2. Answers 5 + 5 + 5 = 15. |
| **4**  2.OA.4 | The student solves zero out of two parts correctly. | The student only answers Part (a) or Part (b) correctly. | The student answers Parts (a) and (b) correctly but fails to provide a clear explanation. | The student correctly:   1. Draws an array to show 3 rows of 3, and draws an array to show either 2 rows of 5 or 5 rows of 2. 2. Clearly explains that Sarah would make more money with Choice 2. |







