

EMDI Scoring Guide: Grade 2

3: ON TARGET Shows automaticity and/or uses appropriate strategy for grade level; able to explain thinking and makes no mistakes or self corrects without prompting.

2: CLOSE TO TARGET Has good core understanding but it is not completely developed; growing fluency and ability to explain thinking; may need prompting.

1: BELOW TARGET Shows some understanding but has gaps or flaws in thinking, fluency and explanation.

0: VERY BELOW TARGET Shows little to no understanding.

*NOTE: Only grade level items are included on the scoring guide. (Foundational skills are not included, though a score of 1 could be given if there is evidence of understanding at the grade below. Make a note in the item comment space to support the score.) Two possible summary sheets are included at the end of this scoring guide based on your need for data collection and share out.

ITEM 1 Forward Number Sequence	A. Counts by 5s from 40 to 125.	0	1	2	3	Total /9
	B. Counts by 10s from 8 to 88.	0	1	2	3	
	C. Counts by 100s from 406 to 906.	0	1	2	3	

Scoring Notes:

Use the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> correct, but not fluent (more than 3 seconds between numbers being counted) repeats a number while counting 	<ul style="list-style-type: none"> falls back to a multiple of ten or hundred to count on one mistake in counting 	<ul style="list-style-type: none"> uses manipulatives or fingers to count more than one mistake in counting

ITEM 2 Backward Number Sequence	A. Counts down by 10s from 238 to 138.	0	1	2	3	Total /6
	B. Counts down by 100s from 512 to 112.	0	1	2	3	

Scoring Notes:

Use the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> correct, but not fluent (more than 3 seconds between numbers being counted) repeats a number while counting 	<ul style="list-style-type: none"> counts up to count down; falls back to a multiple of ten to count one mistake in counting 	<ul style="list-style-type: none"> uses manipulatives or fingers to count more than one mistake in counting

ITEM 3 Number ID	A. Writes 329.	0	1	2	3	Total /12
	B. Writes 415.	0	1	2	3	
	C. Writes 806.	0	1	2	3	
	D. Writes 940.	0	1	2	3	

No score for 1 or 2 on each task.

Use the table as a guide. Only one bullet needs to be observed to score at the level described. (no score for 1 or 2 on this task.)

Score as a 3 if...	Score as a 0 if...
<ul style="list-style-type: none"> number is written correctly digits may be written backwards or hard to read (include in notes) 	<ul style="list-style-type: none"> number is written incorrectly number includes additional digits (often times zeroes) Student says number correctly, but has written it incorrectly (include in notes)

ITEM 4 Place Value Part 1 (Base-10 Blocks)	A. Identifies 247.	0	1	2	3	Total /12
	B. Identifies 306.	0	1	2	3	
	C. Builds 503.	0	1	2	3	
	D. Builds 503 another way.	0	1	2	3	

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> correct, after prompting for understanding of the model(having to explain what the pieces represent) 	<ul style="list-style-type: none"> A or B: shows understanding of ones, tens and hundreds visual models but incorrectly identifies number 	<ul style="list-style-type: none"> A or B: Counts all as same unit(A:13 and B:9) A or B: Counts each unit to get answer instead of by ones, tens, hundreds C: incorrect model D: Cannot build another way

ITEM 5 Place Value Part 2 (Base-10 Blocks)	A. 10 more than 235 is 245.	0	1	2	3	Total
	B. 10 less than 416 is 406.	0	1	2	3	
	C. 100 less than 875 is 775.	0	1	2	3	
	D. 100 more than 509 is 609.	0	1	2	3	
						/12

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> correct but not efficient: counts up/count down by 1s (for 10 less or more) or 10s (for 100 less or more) 	<ul style="list-style-type: none"> error on place value (1 more or less for 10 or 10 more or less for 100) 	<ul style="list-style-type: none"> unable to answer

ITEM 6 Compare	A. $217 < 301$	0	1	2	3	Total
	B. $540 > 504$	0	1	2	3	
	C. $157 < 751$	0	1	2	3	
	D. $617 = 617$	0	1	2	3	
						/12

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
<ul style="list-style-type: none"> correct comparison, but not able to read the number sentence correctly from left to right understands comparison, but confuses the symbol when reading from left to right (with prompting, can correct the sign) 	<ul style="list-style-type: none"> correct symbol, but not able to read the number sentence or explain why (Alligator eats the bigger number is not an explanation.) always says which number is larger; not able to read the comparison statement 	<ul style="list-style-type: none"> Does not understand comparison of numbers in the hundreds

ITEM 7 Estimating Sums and Differences	A. $275 + 280$ is more than 500.	0	1	2	3	Total /6
	B. $165 - 89$ is less than 100.	0	1	2	3	
Scoring Notes						
Use the table as a guide. Only one bullet needs to be observed to score at the level described.						
Score as a 2 if...		Score as a 1 if...		Score as a 0 if...		
<ul style="list-style-type: none"> correct, but finds the exact answer as proof instead of thinking about the numbers as a whole. correct, but reasoning is difficult to follow 		<ul style="list-style-type: none"> correct but needs to use manipulatives or paper to justify and loses track of reasoning 		<ul style="list-style-type: none"> incorrect response reasoning does not support correct response 		

ITEM 8 Addition and Subtraction Strategies	A. Solves mentally $46 + 35$. (81)	0	1	2	3	Total /9
	B. Solves mentally $28 + 25 + 22$. (75)	0	1	2	3	
	C. Solves mentally $87 - 39$. (48)	0	1	2	3	
Scoring Notes						
Use the table as a guide. Only one bullet needs to be observed to score at the level described.						
Score as a 2 if...		Score as a 1 if...		Score as a 0 if...		
<ul style="list-style-type: none"> correct, needs to use manipulatives or paper to solve correct, but reasoning is difficult to follow or not efficient for the numbers presented 		<ul style="list-style-type: none"> correct but needs to use manipulatives or paper to justify and loses track of reasoning 		<ul style="list-style-type: none"> incorrect response reasoning does not support correct response 		

Name _____ Age _____ Grade _____ Teacher _____ Date _____

ITEM 9 Addition and Subtraction Stories	A. ____ + 15 = 28. 13 children	0	1	2	3	Total /9						
	B. ____ - 35 = 19 or 35+19 = 54 dimes	0	1	2	3							
	C. ____ + 16 = 38 or 38 - 16 = ____ 22 books	0	1	2	3							
Scoring Notes												
<p>Use the table as a guide. Only one bullet needs to be observed to score at the level described. A student who does not say the units with their answer, can receive full points if they can identify the correct units when prompted. Rereading the problem to a student is not considered prompting and full credit can still be given.</p> <table border="1"> <tr> <td>Score as a 2 if...</td> <td>Score as a 1 if...</td> <td>Score as a 0 if...</td> </tr> <tr> <td> <ul style="list-style-type: none"> • correct strategy and unit, but makes a small error in calculation and finds error when prompted • correct, but reasoning is difficult to follow </td> <td> <ul style="list-style-type: none"> • correct answer, but not able to identify the unit even when prompted • reasoning does not support correct response • correct strategy and unit, but makes a small error in calculation </td> <td> <ul style="list-style-type: none"> • incorrect response </td> </tr> </table>							Score as a 2 if...	Score as a 1 if...	Score as a 0 if...	<ul style="list-style-type: none"> • correct strategy and unit, but makes a small error in calculation and finds error when prompted • correct, but reasoning is difficult to follow 	<ul style="list-style-type: none"> • correct answer, but not able to identify the unit even when prompted • reasoning does not support correct response • correct strategy and unit, but makes a small error in calculation 	<ul style="list-style-type: none"> • incorrect response
Score as a 2 if...	Score as a 1 if...	Score as a 0 if...										
<ul style="list-style-type: none"> • correct strategy and unit, but makes a small error in calculation and finds error when prompted • correct, but reasoning is difficult to follow 	<ul style="list-style-type: none"> • correct answer, but not able to identify the unit even when prompted • reasoning does not support correct response • correct strategy and unit, but makes a small error in calculation 	<ul style="list-style-type: none"> • incorrect response 										

Name _____ Age ____ Grade ____ Teacher _____ Date _____

Grade 2 Results										
Category	1	2	3	4	5	6	7	8	9	Total
Earned Points										
Possible Points	9	6	12	12	12	12	6	9	9	87
Comments:										

Name _____ Age ____ Grade ____ Teacher _____ Date _____

Grade 2 Results				
	0 Very Below Target	1 Below Target	2 Close to Target	3 On Target
# of times student earned this score				
Comments:				