

Math Answer Key: Weeks 1-8

Every answer for each worksheet, a sample thinking-box response, and a D/A/P/E scoring guide (Developing, Approaching, Proficient, Exemplary). Accept equivalent correct answers and any reasonable drawing.

m1-1 • Week 1 • Hundreds, Tens, and Ones

CCSS-M 2.NBT.A.1, 2.NBT.A.3 • 18 scored items + Show your thinking

- | | |
|------------------------------------|------------------------------------|
| 1. 40 | 10. 271: 2 hundreds, 7 tens, 1 one |
| 2. 300 | 11. 124 |
| 3. 9 | 12. 203 |
| 4. 500 | 13. 152 |
| 5. 10 | 14. 230 |
| 6. 0 | 15. 1 hundred, 6 tens, 5 ones |
| 7. 245: 2 hundreds, 4 tens, 5 ones | 16. 2 hundreds, 9 tens, 0 ones |
| 8. 130: 1 hundred, 3 tens, 0 ones | 17. 3 hundreds, 0 tens, 1 one |
| 9. 308: 3 hundreds, 0 tens, 8 ones | 18. 1 hundred, 1 ten, 8 ones |

Show your thinking: *The 8 in 283 is worth 80 (tens place). The 8 in 128 is worth 8 (ones place). 80 is more, so the 8 in 283 is worth more.*

Scoring guide (2.NBT.A.1, 2.NBT.A.3): count correct answers out of 18; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 8 correct • A (Approaching): 9 to 13 correct

P (Proficient): 14 to 17 correct • E (Exemplary): all 18 correct with a clear, complete thinking-box explanation

m1-2 • Week 1 • Build It: Base-Ten Drawings

CCSS-M 2.NBT.A.1, 2.NBT.A.3 • 6 scored items + Show your thinking

- | | |
|---------------------------------|----------------------------------|
| 1. 134: 1 flat, 3 rods, 4 units | 4. 163: 1 flat, 6 rods, 3 units |
| 2. 210: 2 flats, 1 rod, 0 units | 5. 320: 3 flats, 2 rods, 0 units |
| 3. 105: 1 flat, 0 rods, 5 units | 6. 247: 2 flats, 4 rods, 7 units |

Show your thinking: *163 needed the most rods (6 rods) because the tens digit 6 is the largest tens digit.*

Scoring guide (2.NBT.A.1, 2.NBT.A.3): count correct answers out of 6; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 2 correct • A (Approaching): 3 to 4 correct

P (Proficient): 5 to 5 correct • E (Exemplary): all 6 correct with a clear, complete thinking-box explanation

m1-3 · Week 1 · Expanded Form to 200

CCSS-M 2.NBT.A.3 · 10 scored items + Show your thinking

- | | |
|-------------------|---------|
| 1. $100 + 20 + 3$ | 6. 200 |
| 2. $100 + 50 + 7$ | 7. 132 |
| 3. $100 + 80$ | 8. 179 |
| 4. $100 + 6$ | 9. 105 |
| 5. $100 + 90 + 4$ | 10. 160 |

Show your thinking: No. $100 + 8 = 108$. The 8 is in the ones place. 180 would be $100 + 80$.

Scoring guide (2.NBT.A.3): count correct answers out of 10; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 4 correct · A (Approaching): 5 to 7 correct

P (Proficient): 8 to 9 correct · E (Exemplary): all 10 correct with a clear, complete thinking-box explanation

m2-1 · Week 2 · A Hundred Is Ten Tens

CCSS-M 2.NBT.A.1a · 18 scored items + Show your thinking

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|------------------|-------------------------|
| 1. 3 tens = 30 | 10. 5 |
| 2. 6 tens = 60 | 11. 100 |
| 3. 10 tens = 100 | 12. 90 |
| 4. 8 tens = 80 | 13. 2 |
| 5. 40, 50 | 14. 40 |
| 6. 60, 70, 90 | 15. 100 straws |
| 7. 70, 90 | 16. 10 bundles |
| 8. 100 | 17. True |
| 9. 70 | 18. 10 tens or 100 ones |

Show your thinking: Page 1: 10 tens are in 100 (10, 20, 30 ... 100). Page 2: a drawing of 10 bundles of ten, labeled 10, 20, 30 ... 100.

Scoring guide (2.NBT.A.1a): count correct answers out of 18; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 8 correct · A (Approaching): 9 to 13 correct

P (Proficient): 14 to 17 correct · E (Exemplary): all 18 correct with a clear, complete thinking-box explanation

m2-2 · Week 2 · Counting Bundles of Ten

CCSS-M 2.NBT.A.1a · 8 scored items + Show your thinking

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|-------------------------|--------|
| 1. 2 tens 4 ones = 24 | 5. 46 |
| 2. 5 tens 0 ones = 50 | 6. 90 |
| 3. 7 tens 3 ones = 73 | 7. 65 |
| 4. 10 tens 0 ones = 100 | 8. 100 |

Show your thinking: Yes. The 10 loose sticks make one more bundle of ten. 9 bundles + 1 bundle = 10 bundles = 100.

Scoring guide (2.NBT.A.1a): count correct answers out of 8; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 3 correct · A (Approaching): 4 to 6 correct

P (Proficient): 7 to 7 correct · E (Exemplary): all 8 correct with a clear, complete thinking-box explanation

m3-1 · Week 3 · Bundles of Hundreds

CCSS-M 2.NBT.A.1b · 18 scored items + Show your thinking

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|-----------------------------------|---------------------------------|
| 1. 2 hundreds 0 tens 0 ones = 200 | 10. 900 |
| 2. 4 hundreds 0 tens 0 ones = 400 | 11. 600 |
| 3. 3 hundreds 0 tens 0 ones = 300 | 12. 4 hundreds 0 tens 0 ones |
| 4. 6 hundreds 0 tens 0 ones = 600 | 13. 7 hundreds 0 tens 0 ones |
| 5. 500 | 14. 10 hundreds |
| 6. 700 | 15. 400, 500 |
| 7. 9 | 16. 700, 800, 1000 |
| 8. 800 | 17. 300 beads |
| 9. 200 | 18. Drawing of 5 hundreds flats |

Show your thinking: 30 tens. Each hundred is 10 tens, so 3 hundreds is $10 + 10 + 10 = 30$ tens.

Scoring guide (2.NBT.A.1b): count correct answers out of 18; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 8 correct · A (Approaching): 9 to 13 correct

P (Proficient): 14 to 17 correct · E (Exemplary): all 18 correct with a clear, complete thinking-box explanation

m3-2 · Week 3 · What Does Each Digit Mean?

CCSS-M 2.NBT.A.1b · 10 scored items + Show your thinking

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|--------------------|-----------|
| 1. 352: 300, 50, 2 | 6. 500 |
| 2. 407: 400, 0, 7 | 7. 60 |
| 3. 680: 600, 80, 0 | 8. 0 tens |
| 4. 219: 200, 10, 9 | 9. 400 |
| 5. 700 | 10. 800 |

Show your thinking: No. 600 is 6 hundreds (60 tens). 6 tens is only 60. The same digit means different amounts in different places.

Scoring guide (2.NBT.A.1b): count correct answers out of 10; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 4 correct · A (Approaching): 5 to 7 correct

P (Proficient): 8 to 9 correct · E (Exemplary): all 10 correct with a clear, complete thinking-box explanation

m4-1 · Week 4 · Skip-Count by 5s, 10s, and 100s

CCSS-M 2.NBT.A.2 · 18 scored items + Show your thinking

- | | |
|-------------|-------------------|
| 1. 20, 25 | 10. 450, 550 |
| 2. 50, 55 | 11. 720, 820 |
| 3. 120, 125 | 12. 900, 1000 |
| 4. 260, 265 | 13. 5s |
| 5. 60, 70 | 14. 100s |
| 6. 140, 150 | 15. 10s |
| 7. 400, 410 | 16. 5s |
| 8. 650, 670 | 17. 110, 115, 120 |
| 9. 400, 500 | 18. 810, 820, 830 |

Show your thinking: *No. Counting by 5s from 45 gives 45, 50, 55, 60, 65, 70, 75. Every number ends in 5 or 0, and 72 ends in 2.*

Scoring guide (2.NBT.A.2): count correct answers out of 18; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 8 correct · A (Approaching): 9 to 13 correct

P (Proficient): 14 to 17 correct · E (Exemplary): all 18 correct with a clear, complete thinking-box explanation

m4-2 · Week 4 · Skip-Counting Patterns on the Chart

CCSS-M 2.NBT.A.2 · 7 scored items + Show your thinking

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|--|--|
| 1. Colored: 5, 10, 15, 20 ... 100 (every multiple of 5) | 5. 40, 45, 50 |
| 2. Circled: 10, 20, 30 ... 100 | 6. 37, 47, 57 |
| 3. They are in the last two columns (the 5 column and the 10 column); they all end in 5 or 0 | 7. You land directly below, one row down |
| 4. Yes | |

Show your thinking: *60, 65, 70, 75, 80, 85, 90, 95, 100*

Scoring guide (2.NBT.A.2): count correct answers out of 7; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 3 correct · A (Approaching): 4 to 5 correct

P (Proficient): 6 to 6 correct · E (Exemplary): all 7 correct with a clear, complete thinking-box explanation

m5-1 · Week 5 · Read and Write Numbers to 1000

CCSS-M 2.NBT.A.3 · 18 scored items + Show your thinking

- | | |
|------------------------|---|
| 1. 342 | 10. $800 + 9$ |
| 2. 608 | 11. one hundred fifty-four; $100 + 50 + 4$ |
| 3. 571 | 12. 290; $200 + 90$ |
| 4. 930 | 13. 603; six hundred three |
| 5. two hundred sixteen | 14. eight hundred seventeen; $800 + 10 + 7$ |
| 6. four hundred fifty | 15. 459 |
| 7. seven hundred three | 16. one thousand |
| 8. $300 + 80 + 5$ | 17. 708 |
| 9. $600 + 20$ | 18. She put the 5 in the tens place instead of the ones place (three hundred five has 0 tens).
Correct number: 305 |

Show your thinking: *four hundred seventy. There is no ones word because the ones digit is 0.*

Scoring guide (2.NBT.A.3): count correct answers out of 18; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 8 correct · A (Approaching): 9 to 13 correct

P (Proficient): 14 to 17 correct · E (Exemplary): all 18 correct with a clear, complete thinking-box explanation

m5-2 · Week 5 · Four Ways to Show a Number

CCSS-M 2.NBT.A.3 · 3 scored items + Show your thinking

- | | |
|---|---|
| 1. 236: two hundred thirty-six; $200 + 30 + 6$; 2 flats, 3 rods, 6 units | 3. 175: one hundred seventy-five; 175 in standard form; 1 flat, 7 rods, 5 units |
| 2. 410: four hundred ten; $400 + 10$; 4 flats, 1 rod, 0 units | |

Show your thinking: *Answers vary. Accept any way with a reason (for example, the drawing because you can see the hundreds, tens, and ones).*

Scoring guide (2.NBT.A.3): count correct answers out of 3; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 1 correct · A (Approaching): 2 to 2 correct

P (Proficient): 3 to 2 correct · E (Exemplary): all 3 correct with a clear, complete thinking-box explanation

m6-1 · Week 6 · Comparing Three-Digit Numbers

CCSS-M 2.NBT.A.4 · 20 scored items + Show your thinking

- | | |
|-------|---|
| 1. < | 11. > |
| 2. > | 12. > |
| 3. < | 13. > |
| 4. = | 14. < |
| 5. > | 15. 214, 412, 421 |
| 6. < | 16. 609, 690, 960 |
| 7. > | 17. Any of 571 to 579 |
| 8. < | 18. Any number with 9 tens under 300 (for example 195 or 290) |
| 9. = | 19. False |
| 10. < | 20. = |

Show your thinking: Look at the hundreds first. Both have 3 hundreds, so look at the tens: 4 tens is less than 5 tens, so $345 < 354$.

Scoring guide (2.NBT.A.4): count correct answers out of 20; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 9 correct · A (Approaching): 10 to 15 correct

P (Proficient): 16 to 19 correct · E (Exemplary): all 20 correct with a clear, complete thinking-box explanation

m6-2 · Week 6 · Greater, Less, or Equal? Explain

CCSS-M 2.NBT.A.4 · 6 scored items + Show your thinking

- | | |
|---|--|
| 1. 572 is greater than 527 because the hundreds are the same and 7 tens is more than 2 tens | 4. 295 is equal to 295 because every digit is the same |
| 2. 830 is greater than 380 because 8 hundreds is more than 3 hundreds | 5. $418 < 481$; hundreds are the same, 1 ten is less than 8 tens |
| 3. 604 is less than 640 because the hundreds are the same and 0 tens is less than 4 tens | 6. $750 > 705$; hundreds are the same, 5 tens is more than 0 tens |

Show your thinking: Jada compared the wrong place. Compare hundreds first: 199 has 1 hundred and 200 has 2 hundreds, so $199 < 200$.

Scoring guide (2.NBT.A.4): count correct answers out of 6; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 2 correct · A (Approaching): 3 to 4 correct

P (Proficient): 5 to 5 correct · E (Exemplary): all 6 correct with a clear, complete thinking-box explanation

m7-1 · Week 7 · Add and Subtract Within 100

CCSS-M 2.NBT.B.5 · 20 scored items + Show your thinking

- | | |
|--------|--------|
| 1. 59 | 11. 82 |
| 2. 85 | 12. 37 |
| 3. 31 | 13. 87 |
| 4. 46 | 14. 32 |
| 5. 83 | 15. 82 |
| 6. 44 | 16. 55 |
| 7. 84 | 17. 90 |
| 8. 35 | 18. 52 |
| 9. 60 | 19. 89 |
| 10. 25 | 20. 65 |

Show your thinking: Any clear strategy explanation (for example, $47 + 38$: $47 + 30 = 77$, $77 + 3 = 80$, $80 + 5 = 85$).

Scoring guide (2.NBT.B.5): count correct answers out of 20; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 9 correct · A (Approaching): 10 to 15 correct

P (Proficient): 16 to 19 correct · E (Exemplary): all 20 correct with a clear, complete thinking-box explanation

m7-2 · Week 7 · Strategy Spotlight: Make a Ten and Open Number Lines

CCSS-M 2.NBT.B.5 · 6 scored items + Show your thinking

- | | |
|---------------------------------------|---|
| 1. $47 + 3 = 50$, $50 + 3 = 53$; 53 | 4. 61 ($36 + 20 = 56$, $56 + 5 = 61$) |
| 2. $29 + 1 = 30$, $30 + 7 = 37$; 37 | 5. 38 ($72 - 30 = 42$, $42 - 4 = 38$) |
| 3. $65 + 5 = 70$, $70 + 4 = 74$; 74 | 6. 75 (for example $48 + 20 = 68$, $68 + 7 = 75$) |

Show your thinking: Answers vary; accept any preference with a reason.

Scoring guide (2.NBT.B.5): count correct answers out of 6; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 2 correct · A (Approaching): 3 to 4 correct

P (Proficient): 5 to 5 correct · E (Exemplary): all 6 correct with a clear, complete thinking-box explanation

m8-1 · Week 8 · Adding Three and Four Two-Digit Numbers

CCSS-M 2.NBT.B.6 · 16 scored items + Show your thinking

- | | |
|-------|---|
| 1. 69 | 9. 75 |
| 2. 96 | 10. 85 |
| 3. 75 | 11. 73 |
| 4. 67 | 12. 80 |
| 5. 86 | 13. 77 |
| 6. 76 | 14. 90 |
| 7. 90 | 15. 65 pages |
| 8. 45 | 16. 90 ($36 + 14 = 50$ and $22 + 18 = 40$; $50 + 40 = 90$) |

Show your thinking: Page 1: add $27 + 13$ first because they make 40, then $40 + 27 = 67$. Page 2: pairs that make tens ($36 + 14$, $22 + 18$) make the adding easier.

Scoring guide (2.NBT.B.6): count correct answers out of 16; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 7 correct · A (Approaching): 8 to 12 correct

P (Proficient): 13 to 15 correct · E (Exemplary): all 16 correct with a clear, complete thinking-box explanation

m8-2 · Week 8 · Grouping to Add: Word Problems

CCSS-M 2.NBT.B.6 · 5 scored items + Show your thinking

1. $14 + 26 + 30 = 70$; 70 beads

2. $18 + 22 + 15 = 55$; 55 cans

3. $12 + 13 + 27 + 28 = 80$; 80 stickers

4. $25 + 35 + 20 = 80$; 80 jumps

5. $16 + 24 + 10 + 30 = 80$; 80 flowers

Show your thinking: *For example: $14 + 26 = 40$, then $40 + 30 = 70$. Or $12 + 28 = 40$ and $13 + 27 = 40$, so $40 + 40 = 80$.*

Scoring guide (2.NBT.B.6): count correct answers out of 5; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 2 correct · A (Approaching): 3 to 3 correct

P (Proficient): 4 to 4 correct · E (Exemplary): all 5 correct with a clear, complete thinking-box explanation