Inspect
CCR Performance Tasks

Math Grade 2: Extended Performance Task
Working with Money

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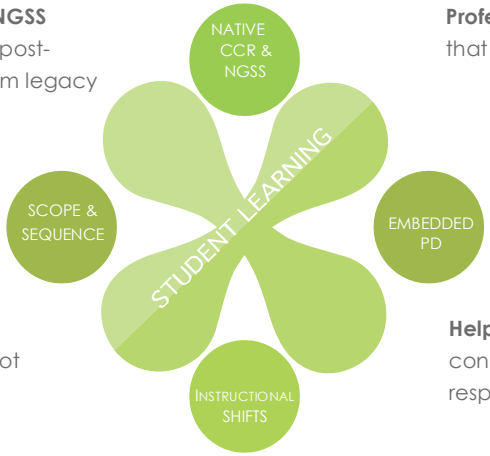

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CCR Performance Tasks

Math Grade 2: Extended Performance Task
Working with Money

Student Test Booklet

Name: _____

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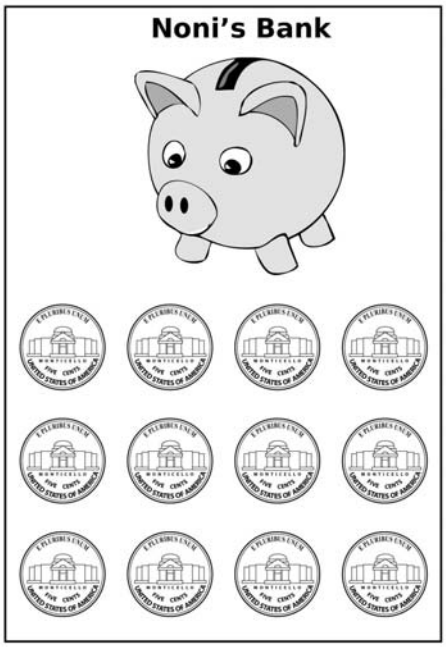
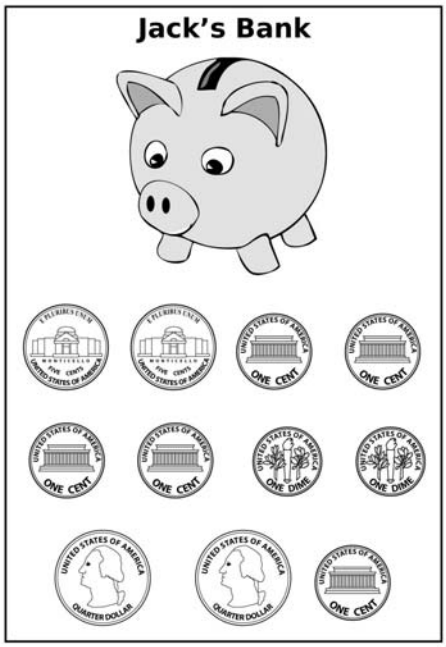
Complete all the tasks in the test booklet.

Part A: Counting Coins

Jack and Noni emptied their banks to count their money. Noni found only nickels in her bank. Jack found nickels and also some pennies, dimes, and quarters. The pictures below show the number of coins Jack and Noni have in their banks.

1. Help Jack and Noni find how much money is in each of their banks. Show your work in the box below.





How much is in Noni's Bank?

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How much is in Jack's Bank?

2. Write two number sentences to compare the amounts of money in Noni's bank and Jack's bank. Use <, >, or =.

3. What coin or coins can be added to or subtracted from Noni's bank to match the value of the coins in Jack's bank? Draw the coin or coins that should be added or subtracted.

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4. Write a number sentence to show what coins can be subtracted from or added to Jack's bank to match the value of the coins in Noni's bank. Use pictures, numbers, and/or words.

5. Whose bank has an even number of coins? Whose bank has an odd number of coins? Tell how you know. Use pictures, numbers, and/or words.

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6. Write 4-6 sentences comparing the money in Noni's bank and the money in Jack's bank. Include in your answer:

- How many cents are in Noni's bank and in Jack's bank;
- Who has more money and how much more;
- What coins can be added or subtracted so that the numbers of cents Jack and Noni have are the same;
- Whose bank has an even number of coins and whose bank has an odd number of coins;
- If the number of coins makes a difference in the number of cents.

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Support Worksheet for Part A: Question 1

Show how you can count how many cents are in Noni's bank and in Jack's bank. With which coin do you start counting?

Noni's Bank

I started with _____.

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

TOTAL: _____¢

Jack's Bank

I started with _____.

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

TOTAL: _____¢

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Support Worksheet for Part A: Question 2

Draw a line to match each symbol to its meaning.

<	equal to
=	less than
>	greater than

Write the money amount for each bank in the space provided.

Noni's Bank

Noni's Money Amount = _____¢

Jack's Bank

Jack's Money Amount = _____¢

Write two ways to compare the money amounts. Write <, >, or = in the box.

_____¢ ☐ _____¢

_____¢ ☐ _____¢

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Support Worksheet for Part A: Question 3

Use the steps below to find what coin or coins can be added to or subtracted from Noni's bank to match the value of the coins in Jack's bank.

Coins in Noni's Bank

Value of Coins in Noni's Bank

_____¢

Coins in Jack's Bank

Value of Coins in Jack's Bank

_____¢

What is the difference between Noni's coin amount and Jack's coin amount?

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Draw the coin or coins that should be added to or subtracted from Noni's bank to match Jack's bank.

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Support Worksheet for Part A: Question 4

Use the steps below to help you find the value of coins that can be added or subtracted from Jack's bank to match the value of the coins in Noni's bank.

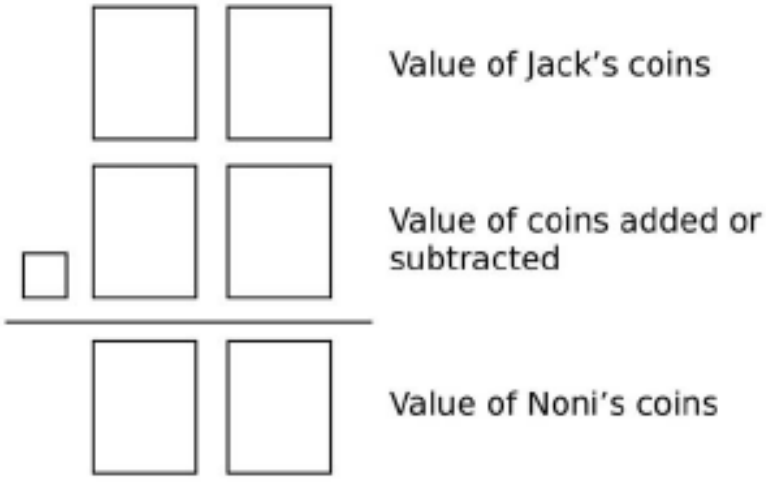
Coins in Jack's Bank

Value of Coins in Noni's Bank

Cross out or add the coin or coins needed to equal the value of the coins in Noni's bank.

_____¢

Show an addition or subtraction problem for the value of the coins.



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Support Worksheet for Part A: Question 5

Whose bank has an even number of coins? Whose bank has an odd number of coins?

If you can make two equal parts, then there is an even number of coins. If you cannot make two equal groups, then there is an odd number of coins.

Noni's Coins

Noni has _____coins in all.

Can you divide Noni's coins into 2 groups with the same number of coins in each group?

Show how to make 2 equal groups of coins, if you can.

Jack's Coins

Jack has _____coins in all.

Can you divide Jack's coins into 2 groups with the same number of coins in each group?

Show how to make 2 equal groups of coins, if you can.

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Part B: Can They Buy It?

Noni and Jack each get 50 cents more to add to the money in their banks.

7. Do they have enough money to buy each item shown below? Write yes or no next to each item.

Item	Noni Yes or No	Jack Yes or No
Eraser Cost 58¢		
Hat Cost $1.84		
Toy Truck Cost 89¢		
Gum Cost 35¢		
Small Plant Cost $1.12		
Juice Box Cost 65¢		
Frisbee Cost $1.25		
Book Cost $1.58		

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8. What are two items can Noni buy with her money? Tell how you know.

Does she have any money left over to buy another item? Show your work.

9. What are two items can Jack buy with his money? Pick a combination that not exactly the same as the two items Noni can buy. Tell how you know.

Does he have any money left over to buy another item? Show your work.

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Part C (optional): Group Work

Work with your group to open a "store" in your classroom. Choose which kind of store you want to run:

- A food store
- A toy store
- A book store
- A pet store
- A sports store

Talk with your group about the kinds of items you might sell in your store. Do research online to find some items and their prices. Use the table on the next page to write your findings.

a. Which Internet websites did you use to find your information?

b. What type of store did your group choose? Why?

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c. What items did you find that you can sell in your store? For what price will you sell each of the items? Fill in the table below with the items and their prices.

Item	Price

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d. Now that you have the information about the different items you can sell in your store, choose 9 items. Fill in the table below with your store name, the items, and a price for each item.

Store Name:	
Item	**Price**

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e. Write 4 money problems about the items in your list. The problems should use addition, subtraction, or both to find the answer. Then write the answer to each problem in the boxes on the next page.

Problem 1

_____

_____

_____

_____

Problem 2

_____

_____

_____

_____

Problem 3

_____

_____

_____

_____

Problem 4

_____

_____

_____

_____

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Answer for Problem 1

Answer for Problem 2

Answer for Problem 3

Answer for Problem 4

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f. Once your group has written and solved your money problems, give your problems to another group to solve. You should give the group 3 pages: the page with your store list, the page that has the problems (problems 1–4) written, and this page that has a box in which they can show their work.

Answer for Problem 1

Answer for Problem 2

Answer for Problem 3

Answer for Problem 4

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g. Your teacher wants to buy a gift for her son or daughter from your store. She has $20 to spend on an item or on several items.

Are there any items in your store that she can buy with $20? What are they?

If there are items that your teacher can buy, pick one or two items that you think her son or daughter would like. Write a number sentence that shows how much money she has left over.

If there aren't any items that your teacher can buy, write a number sentence that shows how much money she needs to buy an item. You can choose any item that you think her son or daughter would like.

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CCR Performance Tasks

Math Grade 2: Extended Performance Task
Working with Money

Teacher Guide

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Task Specifications

Content Area	Mathematics
Title	Working with Money
Grade Level	Grade 2
Problem Type	Extended Performance Task
Standards for Mathematical Practices	**Mathematical Practice 1 (MP.1):** Make sense of problems and persevere in solving them. Mathematically proficient students: • Explain to themselves the meaning of a problem and look for entry points to its solution. • Analyze givens, constraints, relationships, and goals. • Make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping to a solution attempt. • Consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. • Monitor and evaluate their progress and change course if necessary. • Explain correspondences between equations, verbal descriptions, tables, and graphs, or draw diagrams of important features and relationships, graph data, and search for regularity or trends. • Check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” • Understand the approaches of others to solving complex problems and identify correspondences between different approaches. **Mathematical Practice 3 (MP.3):** Construct viable arguments and critique the reasoning of others. Mathematically proficient students: • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases, and can recognize and use counterexamples. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Reason inductively about data, making plausible arguments that take into account the context from which the data arose. • Compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. **Mathematical Practice 6 (MP.6):** Attend to precision. Mathematically proficient students: • Communicate precisely to others. • Use clear definitions in discussion with others and in their own reasoning. • State the meaning of symbols they choose, including using the equal sign consistently and appropriately. • Are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. • Calculate accurately and efficiently, and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other.
Common Core State Standards	**2.NBT.2** Count within 1000; skip-count by 5s, 10, and 100s. **2.NBT.4** Compare two three-digit numbers based on the meanings of hundreds,

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	tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations. **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent problems. **2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols.
CCSS ELA Literacy Standards	**W. 2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support that opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. **W. 2.2** Write informative/explanatory texts, in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
SBAC Assessment Claims	**Claim 4: Modeling and Data Analysis**—Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
PARCC Assessment Claims	**Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/applications)** The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the modeling practice, and, where helpful, making sense of problems and persevering to solve them (MP. 1), reasoning abstractly and quantitatively (MP. 2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).
Depth of Knowledge	**Level 3: Strategic Thinking**—Level 3 items falling into this category demand a short-term use of higher-order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reasoning is a key marker of tasks that fall into this particular category. The expectation established for tasks at this level tends to require coordination of knowledge and skill from multiple subject-matter areas to carry out processes and reach a solution in a project-based setting. Key processes that often denote this particular level include analyzing, explaining and supporting with evidence, generalizing, and creating.
Task Overview	In this task you will count collections of coins and dollar bills, and write the total amounts using the dollars and cents symbols. You will compare money amounts and write about your comparison. In a small group, you will research different kinds of stores and the items they sell, then "open" a store of your own, decide on what items you will sell and their prices, and write money problems to exchange with another group.

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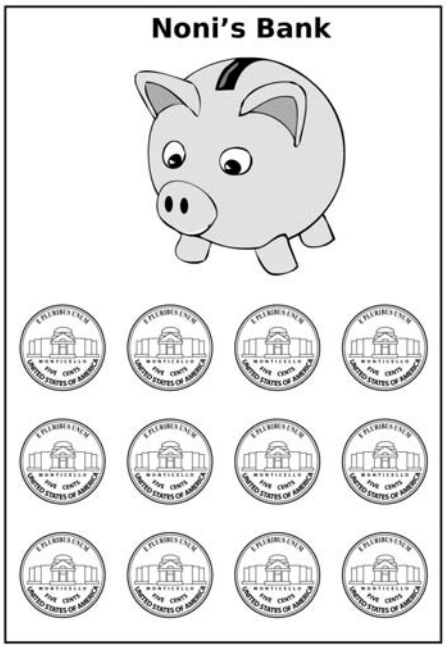
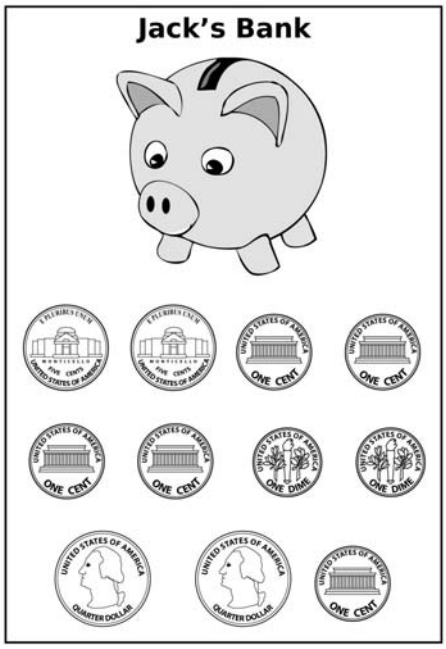
Student Task

Part A: Counting Coins

Jack and Noni emptied their banks to count their money. Noni found only nickels in her bank. Jack found nickels and also some pennies, dimes, and quarters. The pictures below show the number of coins Jack and Noni have in their banks.

1. Help Jack and Noni find how much money is in each of their banks. Show your work in the box below.





How much is in Noni's Bank?

How much is in Jack's Bank?

2. Write two number sentences to compare the amounts of money in Noni's bank and Jack's bank. Use <, >, or =.

3. What coin or coins can be added to or subtracted from Noni's bank to match the value of the coins in Jack's bank? Draw the coin or coins that should be added or subtracted.

4. Write a number sentence to show what coins can be subtracted from or added to Jack's bank to match the value of the coins in Noni's bank. Use pictures, numbers, and/or words.

5. Whose bank has an even number of coins? Whose bank has an odd number of coins? Tell how you know. Use pictures, numbers, and/or words.

6. Write 4-6 sentences comparing the money in Noni's bank and the money in Jack's bank. Include in your answer:

- How many cents are in Noni's bank and in Jack's bank;
- Who has more money and how much more;
- What coins can be added or subtracted so that the numbers of cents Jack and Noni have are the same;
- Whose bank has an even number of coins and whose bank has an odd number of coins;
- If the number of coins makes a difference in the number of cents.

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Part B: Can They Buy It?

Noni and Jack each get 50 cents more to add to the money in their banks.

7. Do they have enough money to buy each item shown below? Write yes or no next to each item.

Item	Noni Yes or No	Jack Yes or No
Eraser Cost 58¢		
Hat Cost $1.84		
Toy Truck Cost 89¢		
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Small Plant Cost $1.12		
Juice Box Cost 65¢		
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8. What are two items can Noni buy with her money? Tell how you know.

Does she have any money left over to buy another item? Show your work.

9. What are two items can Jack buy with his money? Pick a combination that is not exactly the same as the two items Noni can buy. Tell how you know.

Does he have any money left over to buy another item? Show your work.

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Part C (optional): Group Work

Work with your group to open a "store" in your classroom. Choose which kind of store you want to run:

- A food store
- A toy store
- A book store
- A pet store
- A sports store

Talk with your group about the kinds of items you might sell in your store. Do research online to find some items and their prices. Use the table on the next page to write your findings.

a. Which Internet websites did you use to find your information?

b. What type of store did your group choose? Why?

c. What items did you find that you can sell in your store? For what price will you sell each of the items? Fill in the table below with the items and their prices.

d. Now that you have the information about the different items you can sell in your store, choose 9 items. Fill in the table below with your store name, the items, and a price for each item.

e. Write 4 money problems about the items in your list. The problems should use addition, subtraction, or both to find the answer. Then write the answer to each problem in the boxes on the next page.

f. Once your group has written and solved your money problems, give your problems to another group to solve. You should give the group 3 pages: the page with your store list, the page that has the problems (problems 1–4) written, and this page that has a box in which they can show their work.

g. Your teacher wants to buy a gift for her son or daughter from your store. She has $20 to spend on an item or on several items.

Are there any items in your store that she can buy with $20? What are they?

If there are items that your teacher can buy, pick one or two items that you think her son or daughter would like. Write a number sentence that shows how much money she has left over.

If there aren't any items that your teacher can buy, write a number sentence that shows how much money she needs to buy an item. You can choose any item that you think her son or daughter would like.

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Teacher Instructions

This performance task is designed to assess student understanding of a variety of standards and claims. Students are challenged to know about measurement with money and number operations, counting dollars and coins, comparing money amounts, and writing and solving money problems. The task was designed with the understanding that all classrooms and students are different. Some students may need an extension activity, some may need to reduce the number of days planned for this task, and some may need to omit or simplify certain parts depending on what time during the school year this task is given.

Test Definition File

Item	Correct Answer	Process Standard	Common Core Standards
1	See Scoring Rubric	Mathematical Practice 1. 3, and 6	2.NBT.2, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.OA.1, 2.OA.3, 2.MD.8
			CCSS ELA-Literacy Standards
			W.2.1, W.2.2

SBAC Claims	PARCC Sub-Claims
4	D

Before the task, use a set of coins and a dollar bill to review with students the kinds of money and their values.

- Students should review values of coins, including penny, nickel, dime, quarter, and the dollar bill.
- Students should review how to count a collection of coins, including counting by ones, fives, and tens.
- Students should review the comparison symbols >, < and =, and what each represents.
- Students should review how to write a number sentence using addition and subtraction.

Vocabulary:
coin
cent
penny
nickel
dime
quarter
dollar
> (greater than)
< (less than)
= (equals)
odd number
even number

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Setting the Context:

Teacher: "Did you know that the penny, a one-cent coin, was the first coin made in the United States? What other kinds of coins can you name? Is there money other than coins that you can use to buy things?"

[Let students respond and share information, naming other coins, such as nickel, dime, quarter, and perhaps, half-dollar or dollar coin, and bills such as dollar or other denominations.]

Give students a handful of coins and have them identify each kind and its value.

Teacher: Hold up a penny (nickel, dime, quarter). What is its value?

Give an introduction to the task. A suggested introduction is below. Some of the information may need to be repeated each day.

Teacher: "You will be working to count collections of coins, to find the total amounts, and to compare amounts. You will look at prices of different items to decide if a certain amount of money is enough to buy the item, and decide what combinations of items can be bought with a certain amount of money."

Timeline:

There are two different options to choose.

Option 1: This option should take 2 days (or 2 hours, with the assumption that math lessons and activities take up an hour during a school day).

Day 1: The student should complete part A, questions 1 through 5.
Day 2: The student should complete part A, question 6, which is the writing activity, and part B.

Option 2: This option should take 3 days (or 3 hours, with the assumption that math lessons and activities take up an hour during a school day).

Day 1: The student should complete part A, questions 1 through 5.
Day 2: The student should complete part A, question 6, which is the writing activity, and part B.
Day 3: The student should complete part C, the group activity.*

*Some groups may need extra time to complete part C, since research is involved. This activity can be given as outside work (homework), or an extra day can be added to the timeline.

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Other Suggestions:

Have students use their coins to model a few different amounts of money. For example, ask them to model 42 cents. Tell them to use at least one of each kind of coin.

Some students may require more support in completing the writing activity in part A. A support worksheet is included for this task to assist in breaking down the parts being asked in a more organized manner. Consider reviewing the worksheet with the whole class as a model for how to organize the information in comparing the amounts of money from the banks.

In part C of this task, there is an optional collaborative activity. The students should be divided into groups of 3 to 4 students. They should be given about 5 to 10 minutes to decide what kind of store they want to run. Then they can research items to sell. Students can use the online links below to look for items they can sell in their chosen store.

This link gives prices of some common fruits and vegetables:
http://foodstoragemadeeasy.net/tag/deals-to-meals/

These two links list items that might be found in a toy store:
http://www.fabjob.com/toystore.asp and
http://www.toyassociation.org/App_Themes/tia/pdfs/membership/definitions.pdf

This link lists a book category:
https://www.bisg.org/complete-bisac-subject-headings-2013-edition

This link lists kinds of pets and other items sold in pet stores:
http://en.wikipedia.org/wiki/Pet_store

This link lists kinds of sports items sold in sporting goods stores:
http://en.wikipedia.org/wiki/Sports_equipment

After students have chosen their kind of store and researched items found in such a store, they can make a list of the items they will sell and their prices. Encourage them to think carefully about their choices, as the information they gather during this part will be used in other problems.

This is an optional activity, but since this is a grade 2 activity, you might not want students using the Internet for research or perhaps it is beyond them to do so for this task. If so, we have provided a list of items and prices for each kind of store. Let students choose the 6 items they will "sell." The list can be a support worksheet. See the next page for these lists.

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Part C (optional): Group work

List of items

Fruit and Vegetable Store

Strawberries - $3.99 carton
Pears - $4.85 bag
Cucumbers - $0.78 each
Celery - $1.18 each
Banana - $0.26 each
Bell Pepper - $0.44 each
Potatoes - $2.47 per bag
Squash - $1.29 each
Tomatoes - $2.98 carton
Spinach - $1.97 per bag
Lettuce - $0.89 each
Apples - $3.29 per bag
Oranges - $4.59 per bag

Toy or Book Store

Action Figures - $4.00 each
Craft set - $5.29 each
Books (small) - $2.99 each
Books (medium) - $4.99 each
Books (large) - $6.99 each
Building sets - $12.00 each
Dolls (small) - $5.48 each
Dolls (large) - $10.99 each
Musical toys - $15 each
Sports toys - $11.49 each
Stuffed animals (small) - $4.50 each
Stuffed animals (large) - $8.25 each
Puzzles - $6.95 each
Toy cars (small) - $0.99 each
Toy cars (large) - $8.00 each

Pet Store

Dog food (small bag) - $4.50
Dog food (large bag) - $14.99
Cat food (small bag) - $3.99
Cat food (large bag) - $9.99
Bird seed - $5.00 per bag
Kennel (small) - $20.00
Kennel (large) - $35.00
Dog leash - $2.49
Dog collar - $3.50
Bird cage - $29.99
Food bowls - $1.99 each
Dog toys - $3.00 each
Cat toys - $2.50 each

Sports Store

Balls (small) - $1.50 each
Balls (medium) - $3.25 each
Balls (large) - $6.75 each
Frisbee disc - $1.99 each
Tennis racquet - $15.00 each
Fishing Rods - $19.00 each
Fishing Tackles - $2.59 each
Bats $17.95 - each
Hockey stick - $35.00 each
Gloves $29.99 - each
Cleats - $18.99
Running shoes - $30.00
Socks - $2.70
Helmet - $24.99

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Extension Activity

After they complete the initial task, students can be asked to write money riddles about collections of coins. For example, “I have some coins. One coin is worth 25 cents, two coins are worth 10 cents each, and three coins are worth 5 cents each. What coins do I have and what is the total value of my coins?” Have partners share their riddles, count out the correct coins, and tell the amount.

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Scoring Rubric

Part A

4 Point Response:

The response demonstrates a high level of understanding. The response demonstrates:

- A strong ability to make sense of a real-world problem and present a solution that meets the given requirements;
- A strong ability to communicate reasoning in a clear and concise manner;
- A strong ability to use knowledge of money concepts and number and operations concepts to solve real-world problems.

A level 4 response should include:

- The correct calculations for how much money Noni and Jack each have, who has more, and how much more;
- The correct calculations for what coins can be added or subtracted to each bank so the money amounts are the same, and correct statements of whose bank has an even number of coins and whose bank has an odd number of coins;
- A paragraph of 4 to 6 sentences that correctly compares the amounts of money Noni and Jack have and correctly tells how much money Noni and Jack each have, who has more, and how much more. The response includes what coins can be added or subtracted so that Jack's and Noni's coins have the same value, whose bank has an even number of coins and whose bank has an odd number of coins, and a conclusion about whether the number of coins in a bank makes a difference in the number of cents and why or why not.

Sample Response for Part A

Question 1:
Noni has 60 cents in her bank and Jack has 85 cents in his bank.

Question 2:
$60 < 85$ or $85 > 60$

Question 3:
Noni needs to add 25 cents to her bank for it to match Jack's coin value. She can draw a quarter, two dimes and a nickel, five nickels, or any other combination of coins that equals 25 cents.

Question 4:
$85 - 25 = 60$

Question 5:
Noni has 12 coins in her bank; this is an even number. Jack has 11 coins in his bank; this is an odd number.

Question 6:
Jack has more money in his bank than Noni. Jack has 85 cents in his bank and Noni has 60 cents in her bank. Jack has 25 cents more than Noni. Noni can add 2 dimes and one nickel to her bank to have the same number of cents that Jack has. Jack can subtract one quarter from his bank to have the same number of cents that Noni has. Jack has 11 coins, which is an odd number. Noni has 12 coins, which is an even number. Even though Jack has fewer coins than Noni, his coins have a greater value.

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3 Point Response:

The response demonstrates a strong understanding, but the work is incomplete or contains minor errors.

A level 3 response is characterized by:

- A strong understanding of number and operations concepts, demonstrated by finding the calculations for how much money Noni and Jack each have, who has more, and how much more, but one minor error is made. The response includes what coins can be added or subtracted to each bank so the money amounts are the same, whose bank has an even number of coins, and whose bank has an odd number of coins, but one minor error is made;
- A paragraph that contains the reasoning behind the comparison made by the student, but one or two minor errors are made in the needed calculations. The comparison is strongly supported with 4-6 sentences that demonstrate a strong understanding of the thought process involved in making the comparison, but one or two ideas are incomplete or incorrect due to minor errors made in the calculations.

2 Point Response:

The response demonstrates a basic but incomplete understanding.

A level 2 response is characterized by:

- A basic understanding of number and operations concepts is demonstrated by finding the calculations for how much money Noni and Jack each have, who has more, and how much more, but two minor errors are made or a major error is made. The response includes what coins can be added or subtracted to each bank so the money amounts are the same, whose bank has an even number of coins, and whose bank has an odd number of coins, but two minor errors are made or one major error is made;
- A paragraph of 4 to 6 sentences that demonstrates a basic understanding of the thought process involved in making the comparison, but two or more ideas are incomplete or incorrect due to the errors made in the needed calculations.

1 Point Response:

The response demonstrates a minimal understanding.

A level 1 response is characterized by:

- A weak understanding of number and operations concepts, demonstrated by finding the calculations for how much money Noni and Jack each have, who has more, and how much more, but two major errors are made. The response includes what coins can be added or subtracted to each bank so the money amounts are the same, whose bank has an even number of coins, and whose bank has an odd number of coins, but two major errors are made;
- A paragraph that contains the reasons behind the comparison made, but two major errors are made in the calculations needed to support the comparison. The comparison is supported with 4 to 6 sentences that demonstrate minimal understanding in the thought process involved in making the comparison, with three or more ideas being incomplete or incorrect due to errors made in the calculations, or completely missing.

0 Point Response:

There is no response, or the response is off topic.

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Part B

4 Point Response:

The response demonstrates a high level of understanding. The response demonstrates:

- A strong ability to make sense of a real-world problem and present a solution that meets the given requirements;
- A strong ability to communicate reasoning in a clear and concise manner;
- A strong ability to use knowledge of money concepts and number and operations concepts to solve real-world problems.

A level 4 response should include:

- A table that is complete and correct;
- The correct choice of two items that Noni can purchase and that Jack can purchase.

Sample Response for Part B

Question 7:

Item	Noni Yes or No	Jack Yes or No
Eraser Cost 58¢	Yes	Yes
Hat Cost $1.84	No	No
Toy Truck Cost 89¢	Yes	Yes
Gum Cost 35¢	Yes	Yes
Small Plant Cost $1.12	No	Yes
Juice Box Cost 65¢	Yes	Yes
Frisbee Cost $1.25	No	Yes
Book Cost $1.58	No	No

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Question 8:
The two correct items for Noni to buy with her $1.10 are the gum and eraser (35¢ + 58¢ = 93¢) or the gum and juice (35¢ + 65¢ = $1.00). If she buys the gum and eraser, she has 17 cents left over. If she buys the gum and juice, she has 10 cents left over.

Question 9:
The two correct items for Jack to buy with his $1.35 are the gum and eraser (35¢ + 58¢ = 93¢), the gum and juice (35¢ + 65¢ = $1.00), the eraser and juice 58¢ + 65¢ = $1.23), or the truck and gum (89¢ + 35¢ = $1.24). Jack can choose the gum and eraser or the gum and juice, depending on what Noni chooses. If he buys the gum and eraser, he has 42 cents left; if he buys the gum and juice, he has 35 cents left over. If he buys the eraser and juice, he has 12 cents left over; if he buys the truck and gum, he has 11 cents left over.

3 Point Response:

The response demonstrates a strong understanding, but the work is incomplete or contains minor errors.

A level 3 response is characterized by:

- A table that is incomplete or contains one or two minor errors;
- A strong understanding of how to find two items that Noni and Jack can purchase that are correct or consistent with errors in the table.

2 Point Response:

The response demonstrates a basic but incomplete understanding.

A level 2 response is characterized by:

- A table that is incomplete or contains three or four minor errors;
- A basic understanding of how to find two items that Noni and Jack can purchase with calculations that are partially correct, missing, or consistent with errors in the table.

1 Point Response:

The response demonstrates minimal understanding.

A level 1 response is characterized by:

- A table that is mostly incomplete or incorrect;
- A weak understanding of how to find two items that Noni and Jack can purchase with calculations that are incorrect or missing.

0 Point Response:

There is no response, or the response is off topic.

NOTE: The optional group work activity in part C is not scored.

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