2(5) **Number and operations**. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions.	**2(5)(A)** The student is expected to determine the value of a collection of coins up to one dollar. **2(5)(B)** The student is expected to use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.

Materials
- Coins or pictures of coins (4 quarters, 10 dimes, 10 nickels, 10 pennies)
- Paper and pencil

Procedure:
Show the student a collection of mixed coins up to one dollar. Prompt the student to record the value of the coins using the cent symbol, dollar sign, and decimal point (as appropriate).

What is the value of the set of coins?
Record the value of the coins using the cent symbol or the dollar sign and decimal point.

Repeat as needed.

Check Student's Responses:	**Check Student's Strategies:**

1. Determined the value:
  □ Correct   □ Incorrect
  Recorded the value:
  □ Correct _____
  □ Incorrect _____
	The student:
	□ Used counting and/or skip-counting
	□ Began counting with the largest value

2. Determined the value:
  □ Correct   □ Incorrect
  Recorded the value:
  □ Correct _____
  □ Incorrect _____
	The student:
	□ Used counting and/or skip-counting
	□ Began counting with the largest value

3. Determined the value:
  □ Correct   □ Incorrect
  Recorded the value:
  □ Correct _____
  □ Incorrect _____
	The student:
	□ Used counting and/or skip-counting
	□ Began counting with the largest value

Notes:

2(5)(A) The student is expected to determine the value of a collection of coins up to one dollar. **2(5)(B)** The student is expected to use the cent symbols, dollar sign, and the decimal point to name the value of a collection of coins.	**Possible interpretations, issues to follow up on, and implications for teaching**

What did you observe?

- The student **correctly determined the value of coins and correctly recorded the written value.** This student may have the foundational skills necessary for third grade when students are asked to determine the value of coins and bills. If the student only used one way to record the value of the set of coins (cent symbol), prompt him or her to use the other symbols to record the value of the set of coins.

- The student **incorrectly determined the value of the coins.** Consider how he or she determined the value of the coins:
  □ The student miscounted using skip-counting and/or counting on
  □ The student incorrectly identified the value of a coin(s)

  A teaching strategy might include asking the student to identify the value of a set of the same coins to practice skip counting and counting on to determine the value of a set of coins. For example, prompt the student to use skip-counting by fives or tens to determine the value of the 6 nickels. Add 3 pennies to the set and ask the student to use counting on to determine the new value.

- The student **incorrectly recorded the value of the coins.** It may be helpful to provide the student with answer stems to model the correct use of symbols (_____¢ or $_____.____).