

Grade 2

Math: Operations & Algebraic Thinking

<p style="text-align: center;">4 Exemplary</p>	<ul style="list-style-type: none">• Frequently adds and subtracts numbers greater than 100 to solve one-step word problems to develop an understanding of solving two-step word problems• Fluently adds and subtracts greater than 20 using mental strategies• Writes an equation to express the total number of objects in an array greater than 5 rows and/or 5 columns
<p style="text-align: center;">3 Proficient</p>	<ul style="list-style-type: none">• Consistently adds and subtracts within 100 to solve one-step word problems to develop an understanding of solving two-step word problems• Fluently adds and subtracts within 20 using mental strategies• Writes an equation to express the total number of objects in a rectangular array with up to 5 rows and 5 columns
<p style="text-align: center;">2 Approaching</p>	<ul style="list-style-type: none">• Occasionally adds and subtracts within 100 to solve one-step word problems to develop an understanding of solving two-step word problems• Adds and subtracts within 20, with/without using mental strategies• Attempts (with some inaccuracy) to write an equation to express the total number of objects in a rectangular array with up to 5 rows and 5 columns• Sometimes correctly identifies odd and even numbers with simple equations
<p style="text-align: center;">1 Below</p>	<ul style="list-style-type: none">• Struggles to add and subtract within 100 to solve one-step word problems to develop an understanding of solving two-step word problems• Inconsistently adds and subtracts within 20, without mental strategies• Does not understand writing equations in relation to a rectangular array• Unable to correctly identify odd and even numbers with simple equations

Grade 2

Math: Numbers and Operations in Base Ten

<p style="text-align: center;">4 Exemplary</p>	<ul style="list-style-type: none"> • Understands that the digits of a number greater than three digits represent various amounts • Counts numbers greater than 1000; skip counts in a variety of ways • Reads and writes numbers greater than 1000 using base-ten numerals, number names, and expanded form • Compares two (or more) three-digit or greater numbers using $>$, $=$, $<$ symbols • Fluently adds and subtracts numbers greater than 100 • Consistently adds and subtracts numbers within or greater than 1000 using various strategies; correctly demonstrates composing and decomposing when necessary • Mentally adds or subtracts 10 or 100 to a given number greater than 1000
<p style="text-align: center;">3 Proficient</p>	<ul style="list-style-type: none"> • Understands that the digits of a three-digit number represent amounts of hundreds, tens, and ones • Consistently counts within 1000; skip-counts by 5s, 10s, and 100s accurately • Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form • Consistently compares two three-digit numbers using $>$, $=$, $<$ symbols • Fluently adds and subtracts within 100 • Frequently adds and subtracts within 1000 using more than one strategy; demonstrates composing and decomposing when necessary with only occasional errors • Mentally adds or subtracts 10 or 100 to a given number 100-900
<p style="text-align: center;">2 Approaching</p>	<ul style="list-style-type: none"> • Understands that the digits of a two-digit number represent amounts of tens and ones • Mostly counts within 1000 accurately; inconsistently skip-counts by 5s, 10s, and 100s accurately • Reads and writes most numbers to 1000 using base-ten numerals, number names, and/or expanded form • Compares two two-digit numbers and 1 two-digit & 1 three-digit number using $>$, $=$, $<$ symbols • Inconsistently adds and subtracts within 100 fluently • Attempts to add and subtract within 1000 using a strategy; sometimes recognizes when composing and decomposing is necessary • Occasionally able to mentally add or subtract 10 or 100 to a given number 100-900
<p style="text-align: center;">1 Below</p>	<ul style="list-style-type: none"> • Does not understand place values represent various amounts • Mostly counts within 1000 accurately; unable to skip-count by 5s, 10s, 100s accurately • Reads and writes some numbers to 1000 using base-ten numerals, number names, or expanded form • Compares two one-digit numbers and 1 one-digit & 1 two-digit number using $>$, $=$, $<$ • Consistently struggles to fluently add and subtract within 100 • Is unable to add and subtract within 1000 using a strategy; does not understand when composing and decomposing is necessary • Unable to mentally add or subtract 10 or 100 to a given number 100-900

Grade 2

Math: Measurement and Data

<p style="text-align: center;">4 Exemplary</p>	<ul style="list-style-type: none">• Consistently selects and uses appropriate tools to measure the length of an object to the nearest half, measures twice using different length units for each, and/or measures to determine how much longer one object is than another• Estimates lengths to the nearest half using various units• Regularly tells and writes time from analog and digital clock in one-minute increments, using a.m. and p.m.• Accurately counts mixed collection of dollars and coins whose sum is > \$1; correctly uses \$ and cent symbol• Draw a picture and a bar graph to represent data set with greater than four categories; solve multi-step +, -, >, <, or = problems using information from graphs
<p style="text-align: center;">3 Proficient</p>	<ul style="list-style-type: none">• Selects and uses appropriate tools to measure the length of an object to the nearest whole, measures twice using different length units for each, and/or measures to determine how much longer one object is than another• Estimates lengths to the nearest whole using various units• Regularly tells and writes time from analog and digital clocks in five-minute increments, using a.m. and p.m.• Accurately counts mixed collection of coins whose sum is < or = to \$1; correctly uses \$ and cent symbol• Draw a picture and a bar graph to represent data set with up to four categories; solve simple +, -, >, <, or = problems using information from graphs
<p style="text-align: center;">2 Approaching</p>	<ul style="list-style-type: none">• Usually selects and uses appropriate tools to measure the length of an object to the nearest whole, measures twice using different length units for each, and/or measures to determine how much longer one object is than another (requires some teacher support)• Inconsistently estimates lengths to the nearest whole using various units• Tells and writes time in five-minute increments, using a.m. and p.m. with digital clocks; tells and writes time in 15-minute increments, using a.m. and p.m. with analog clocks• Inconsistently counts mixed collection of coins whose sum is < or = to \$1; attempts to use \$ and cent symbol correctly• Draws a picture and/or a bar graph to represent data set with up to four categories; sometimes is able to solve simple +, -, >, <, or = problems using information from graphs
<p style="text-align: center;">1 Below</p>	<ul style="list-style-type: none">• Inaccurately selects and uses appropriate tools to measure the length of an object, inconsistently measures twice using different length units for each, and/or struggles measuring to determine how much longer one object is than another (requires lots of teacher support)• Unable to estimate lengths to the nearest whole using various units• Tells and writes time in 30- or 60-minute increments, using a.m. and p.m. with digital and analog clocks• Identifies names of coins and value; counts collection of coins within the same value• Requires teacher support to draw a picture and/or bar graph to represent data set with up to four categories; requires teacher support to solve simple +, -, >, <, or = problems using information from graphs

Grade 2

Math: Geometry

<p style="text-align: center;">4 Exemplary</p>	<ul style="list-style-type: none">• Classifies two-dimensional figures as polygons or non-polygons; classifies figures as two-dimensional or three-dimensional• Partitions circles, rectangles, and possibly triangles into two, three, four, or more equal size shares• Accurately describes the shares and the whole using appropriate fractions words such as halves, three thirds, half of, as well as shares beyond fourths such as two fifths, six sixths, etc.
<p style="text-align: center;">3 Proficient</p>	<ul style="list-style-type: none">• Classifies two-dimensional figures as polygons or non-polygons• Consistently partitions circles and rectangles into two, three, or four equal size shares• Accurately describes the shares and the whole using appropriate fraction words such as halves, three thirds, half of, etc.
<p style="text-align: center;">2 Approaching</p>	<ul style="list-style-type: none">• Classifies two-dimensional figures as 'closed' or 'open' (rather than as polygons and non-polygons)• Partitions circles and rectangles into twos, three, or four shares but shares may not always be equal• Inconsistently describes the shares and the whole using mostly appropriate fractions words such as halves, three thirds, half of, etc.
<p style="text-align: center;">1 Below</p>	<ul style="list-style-type: none">• Unable to classify two-dimensional figures as 'closed' or 'open'• Partitions a circle and rectangle into two shares but not necessarily three or four shares• Inaccurately describes the shares and the whole using correct fraction words