

2nd Grade Math

Operations and Algebraic Thinking

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1	Represents equations and word problems involving grade level operations	The student is seldomly able to represent one step word problems (within 100) by using a strategy of their choice (drawing, diagram) and displaying the correct equation.	The student sometimes is able to represent one step word problems (within 100) by using a strategy of their choice (drawing, diagram) and displaying the correct equation.	The student usually is able to represent one step word problems (within 100) by using a strategy of their choice (drawing, diagram) and displaying the correct equation	The student is consistently able to correctly represent two-step word problems (above 100) by using a strategy of their choice and explaining their thinking using the correct math vocabulary.
2, 3	Represents equations and word problems involving grade level operations	The student is seldomly able to represent two step word problems (within 100) by using a strategy of their choice (drawing, diagram) and displaying the correct equation.	The student sometimes is able to represent two step word problems (within 100) by using a strategy of their choice (drawing, diagram) and displaying the correct equation.	The student usually is able to represent two step word problems (within 100) by using a strategy of their choice (drawing, diagram) and displaying the correct equation	The student is consistently able to correctly represent two-step word problems (above 100) by using a strategy of their choice and explaining their thinking using the correct math vocabulary.
1	Solves equations and word problems involving grade level operations	The student is seldomly able to accurately solve one step word problems by using a strategy of their choice.	The student sometimes is able to accurately solve one step word problems by using a strategy of their choice.	The student usually is able to accurately solve one step word problems by using a strategy of their choice.	The student is consistently able to accurately solve two step word problems by using a strategy of their choice and explain their thinking using the correct math vocabulary.
2, 3	Solves equations and word problems involving grade level operations	The student is seldomly able to accurately solve two step word problems by using a strategy of their choice.	The student sometimes is able to accurately solve two step word problems by using a strategy of their choice.	The student usually is able to accurately solve two step word problems by using a strategy of their choice.	The student is consistently able to accurately solve two step word problems by using a strategy of their choice and

					explain their thinking using the correct math vocabulary.
1, 2, 3	Computes with Accuracy and Efficiency within 20 - Addition	The student is seldomly able to add within 20, demonstrating efficiency.	The student sometimes adds within 20, demonstrating efficiency.	The student usually is able to add within 20, demonstrating efficiency.	The student is consistently able to add numbers above 20, demonstrating efficiency.
1, 2, 3	Computes with Accuracy and Efficiency within 20 - Subtraction	The student is seldomly able to subtract within 20, demonstrating efficiency.	The student sometimes subtracts within 20, demonstrating efficiency.	The student usually is able to subtracts within 20, demonstrating efficiency.	The student is consistently able to subtract numbers above 20, demonstrating efficiency.
2	Work with equal groups of objects to gain foundations for multiplication Use addition to find the total number of objects arranged in rectangular arrays	The student seldomly partitions a rectangle into rows and columns of same size squares and counts to find the total number of them.	The student sometimes partitions a rectangle into rows and columns of same size squares and counts to find the total number of them.	The student usually partitions a rectangle into rows and columns of same size squares and counts to find the total number of them.	The student is consistently able to partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.
3	Work with equal groups of objects to gain foundations for multiplication Use addition to find the total number of objects arranged in rectangular arrays	The student is seldomly able to use addition to find the total number of objects arranged in arrays and write the equation to express the total sum.	The student sometimes uses addition to find the total number of objects arranged in arrays and write the equation to express the total sum.	The student usually uses addition to find the total number of objects arranged in arrays and write the equation to express the total sum.	The student is consistently able to use multiplication to find the total objects arranged in arrays.

Numbers and Operations in Base Ten

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1	Understands/ applies concepts involving place value	The student seldomly demonstrates that the three digits of a three-digit number represents amounts of hundreds, tens, and ones.	The student sometimes demonstrates that the three digits of a three-digit number represents amounts of hundreds, tens, and ones.	The student usually demonstrates that the three digits of a three-digit number represents amounts of hundreds, tens, and ones.	The student consistently demonstrates that the four digits of a four-digit number represent amounts of thousands, hundreds, tens and ones and use place value understanding to round whole numbers to the nearest 10 or 100.
2, 3	Understands/ applies concepts involving place value	The student seldomly reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form and compares three-digit numbers with symbols $>$, $=$, and $<$.	The student sometimes reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form and compares three-digit numbers with symbols $>$, $=$, and $<$.	The student usually reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form and compares three-digit numbers with symbols $>$, $=$, and $<$.	The student consistently demonstrates that the four digits of a four-digit number represent amounts of thousands, hundreds, tens and ones and use place value understanding to round whole numbers to the nearest 10 or 100.
1	Use place value understanding and properties to add and subtract	The student seldomly adds and subtracts within 100- using place value strategies of their choice.	The student sometimes adds and subtracts within 100- using place value strategies of their choice.	The student usually adds and subtracts within 100- using place value strategies of their choice.	The student is able to accurately and efficiently add and subtract within 1000 using strategies of their choice and explains why addition and subtraction strategies work.
2, 3	Use place value understanding and properties to add and subtract	The student seldomly adds and subtracts within 1000- using place value strategies of their choice.	The student sometimes adds and subtracts within 1000- using place value strategies of their choice.	The student usually adds and subtracts within 1000- using place value strategies of their choice.	The student is able to accurately and efficiently add and subtract within 1000 using strategies of their choice and explains why addition and subtraction strategies work.

Measurement and Data

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
2	Tells and Writes Time	The student seldomly tells and writes time to the nearest 5 minutes using analog and digital clocks.	The student sometimes tells and writes time to the nearest 5 minutes using analog and digital clocks.	The student usually tells and writes time to the nearest 5 minutes using analog and digital clocks.	The student is able to tell and writes time to the nearest minute and measures time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram
1, 3	Describes and compares measurable attributes	The student seldomly measures the length of objects to the nearest whole unit and accurately compares the length of two objects.	The student sometimes measures the length of objects to the nearest whole unit and accurately compares the length of two objects.	The student usually measures the length of objects to the nearest whole unit and accurately compares the length of two objects.	The student is able to consistently and accurately measure objects to the nearest fractional unit .
1, 3	Represents and interprets data	The student seldomly represents and interprets grade level data with up to four categories. from/on bar graph, picture graph, or line plot.	The student sometimes represents and interprets grade level data with up to four categories. from/on bar graph, picture graph, or line plot.	The student usually represents and interprets grade level data with up to four categories. from/on bar graph, picture graph, or line plot.	The student is able to draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

Geometry

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
2	Identifies and reasons with shapes and their attributes	The student seldomly recognizes and draws grade level shapes having specified attributes, such as a given number of angles or a given number of equal faces.	The student sometimes recognizes and draws grade level shapes having specified attributes, such as a given number of angles or a given number of equal faces.	The student usually recognizes and draws grade level shapes having specified attributes, such as a given number of angles or a given number of equal faces.	The student is able to understand that shapes in different categories may share attributes and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.