

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Represent and solve word problems involving addition and subtraction (2.OA.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Add/subtract multi-step word problems (more than 2 steps) within 100. • Create and solve multi-step word problems within 100.
3	<p>The student will:</p> <ul style="list-style-type: none"> • 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.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adding, subtracting, sum, difference, composing, decomposing, bundle <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Solve one-step word problems involving addition/subtraction within 100.
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Fluently add within 20 (2.OA.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Fluently add with numbers greater than 20 using mental strategies.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Fluently (efficiently, accurately and flexibly) add within 20 using mental strategies (counting on, making a ten, decomposing a number, creating an equivalent but easier and known sum, and using the relationship between addition and subtraction).
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • add, sum <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Add within 10 using mental strategies. • Add within 20 using manipulatives or visual representation to help answer the problem.
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Fluently subtract within 20 (2.OA.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Fluently subtract with numbers greater than 20 using mental strategies.
3	<p>The student will:</p> <ul style="list-style-type: none"> Fluently (efficiently, accurately, and flexibly) subtract within 20 using mental strategies (counting on., making a ten, decomposing a number, creating an equivalent but easier and known sum, and using the relationship between addition and subtraction).
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> subtract, difference <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Subtract within 10 using mental strategies. Subtract within 20 using manipulatives or visual representations to help answer the problem.
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Arrays and repeated addition (2.OA.4)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Create a real-world problem that can be solved using an array and writing an equation. (Ex: Billy has 5 friends and wants to give each friend 5 cookies. How many cookies does he need?) Use addition to find the total number of objects arranged in rectangular arrays with up to 8 rows and up to 8 columns and write an equation to express the total as a sum of equal addends Explain whether a group of objects up to 20 has an even or odd number of members.
3	<p>The student will:</p> <ul style="list-style-type: none"> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns Write an equation to express the total as a sum of equal addends.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> array, row, column, horizontal, vertical, repeated addition <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Show equal groupings of objects, but not in an array Skip count values up to 25 Make an array of objects, but not write an equation to represent it.
1	No understanding of the standard is demonstrated

Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: Place value - composing & decomposing in multiple ways (2.NBT.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Show flexibility in composing and decomposing numbers greater than 1,000 using place value
3	<p>The student will:</p> <ul style="list-style-type: none"> • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones • Show flexibility in composing and decomposing hundreds, tens and ones (ex. 207 can be composed from 2 hundreds 7 ones OR 20 tens 7 ones OR 207 ones OR 1 hundred 10 tens 7 ones OR 1 hundred 9 tens 17 ones, etc.)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • hundreds, tens, ones, place value, decompose, compose, bundle <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • 100 can be thought of as a bundle of ten tens—called a “hundred.” • The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds
1	No understanding of the standard is demonstrated

Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: Count within 1000; Skip-count by 2, 5, 10, 100 (2.NBT.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Count backwards by 2s, 5s, 10s, 100s, without a visual aide • Skip count within 1000 using a different number (Ex. By 3s, by 4s) and explain the pattern
3	<p>The student will: (with no visual aide)</p> <ul style="list-style-type: none"> • Count on within 1000 - both forward and backward • Skip-count by 2s, 5s, 10s, and 100s starting with any given number and explain and generalize the patterns
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • skip counting, increase, decrease, forward, backward, pattern, counting on <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Count to 1,000 by ones • Start at 0 counting by 2s, 5s, 10s, and 100s. • Do a Level 3, but only with a visual aide (examples: 100s chart, number line, blocks)
1	No understanding of the standard is demonstrated

Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: Read and Write numbers within 1,000 (2.NBT.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Write numbers in all 4 forms consistently and explain how the forms relate to each other.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Read and write numbers within 1,000 using base ten numerals (standard form), word form, expanded form, and unit form
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • base-ten, expanded form, unit form, word form, standard, compose, decompose <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Read and write numbers within 1000 using at least two forms • Read and write numbers within 100 using all forms
1	No understanding of the standard is demonstrated

Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: Compare 2 3-digit numbers using $>$, $<$, $=$, \neq (2.NBT.4)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Compare 2 three-digit numbers in different forms (expanded form, unit form, adding/subtracting) and justify their comparison
3	<p>The student will:</p> <ul style="list-style-type: none"> • Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $<$, $=$, and \neq relational symbols to record the results of comparisons.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • greater than, less than, equal to, not equal, comparing <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Compare numbers less than 100 • Compare 2 three digit numbers with different numbers in the hundreds place
1	No understanding of the standard is demonstrated

Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: Fluently add and subtract within 100 (2.NBT.5)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Show more than one strategy and explain thinking using mathematical vocabulary and why they think one strategy is more efficient than another
3	<p>The student will:</p> <ul style="list-style-type: none"> • Fluently (efficiently, accurately, and flexibly) add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (e.g. composing/decomposing by like base-10 units, using friendly or benchmark numbers, using related equations, compensation, number line, etc.)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • composing, decomposing, base 10, benchmark numbers, compensation, number line, quick tens, regrouping, addition, subtraction <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Add and subtract within 100 without regrouping • Add and subtract within 100 only by counting on (not using a place value strategy)
1	No understanding of the standard is demonstrated

Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: Add up to 4 2-digit numbers (2.NBT.6)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Add more than 4 two-digit numbers using strategies based on place value and properties of operations
3	<p>The student will:</p> <ul style="list-style-type: none"> • Add up to four two-digit numbers using strategies based on place value and properties of operations
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • add, place value, associative, commutative, compose <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Add up to four two-digit numbers counting on by ones (no other strategy) • Add two or three two-digit numbers
1	No understanding of the standard is demonstrated

Number and Operations in Base 10

Topic: Number and Operations in Base 10	
Score	Description: Add and subtract within 1,000 (2.NBT.7)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain their strategy to solve a problem using mathematical vocabulary mentioning place value • Explain why addition and subtraction strategies work using place value and the properties of operations
3	<p>The student will:</p> <ul style="list-style-type: none"> • Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction and relate the strategy used to a written method (ex: arrow way, traditional algorithm, compensation, partial sums)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • models, place value, compose, decompose, hundreds, tens, ones, addition, subtraction <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Solve the problem using manipulatives, but is unable to transfer to written form • Add and subtract like place values hundreds, tens and ones when regrouping is not required
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Measure length of object twice with 2 different units (2.MD.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Student chooses an object to measure and a tool to measure it with, then justifies why that tool is the most appropriate and how that would compare to a different tool chosen
3	<p>The student will:</p> <ul style="list-style-type: none"> • Accurately measure the length of an object twice, using units of different lengths for the two measurements, and describe how the two measurements relate to the size of the unit chosen.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • ruler, inches, centimeters, feet, meter, unit <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Measure the length of an object accurately using one unit
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Estimate lengths (2.MD.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Estimate real-world examples outside of the classroom (Ex. Height of tree, length of car) • Estimate lengths in half units.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Estimate lengths using whole units of inches, feet, centimeters, and meters.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • estimate, mental benchmarks, inches, centimeters, feet, meters, unit <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Estimate when given a range by the teacher (Ex. would this be more than 12 inches or less than 12)
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Determine the difference in length between two objects (2.MD.4)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain their reasoning to why they need to know the difference in length between two objects and apply it to real life. (Ex. would two different objects fit in a designated space) • Use addition and subtraction within 100 to solve 1 and 2 step word problems involving lengths (2.MD.5)
3	<p>The student will:</p> <ul style="list-style-type: none"> • Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (inches, feet, centimeters, and meters).
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • inches, feet, centimeters, meters, difference, length, much more, less <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Measure the objects correctly without comparing • Explain which one is longer, but not measure the difference correctly
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Tell time to the nearest 5 minutes (2.MD.7)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain the correlation between, seconds and minutes, minutes and hours, hours and day • Tell time using the vocabulary quarter till, quarter after, half past, five after
3	<p>The student will:</p> <ul style="list-style-type: none"> • Tell and write time from analog and digital clocks to the nearest five minutes.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • digital, analog, time, minute, hour, second, a.m., p.m., quarter till, quarter after, half past, five after <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Tell time to the hour and half hour • Tell time to the 5 minutes but incorrectly because they switch the hour and the minute hands
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Money story problems (2.MD.8)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Make change with coins • Solve a word problem above \$1.00 combining bills and coins written properly with a decimal (Ex. \$1.15)
3	<p>The student will:</p> <ul style="list-style-type: none"> • Solve word problems either involving dollar bills or coins (quarters, dimes, nickels, and pennies), using \$ and ¢ symbols appropriately (Do not use decimal point, if showing 25 cents, use the word cents or ¢). For example: If you have 2 dimes and 3 pennies, how many cents do you have?
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • quarter, dime, nickel, penny, cents, dollars, symbol <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Draw and label the coins needed in the story problem, but can't find the sum
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Identify coins, bills and their values (2.MD.9)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> Identify non-traditional coins and bills (Ex. half dollar, \$1 coin, \$2 dollar bill)
3	The student will: <ul style="list-style-type: none"> Identify all traditional coins and bills and their values.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> quarter, nickel, dime, penny, bills, cents, dollars The student will perform basic processes, such as: <ul style="list-style-type: none"> identify the coin or value identify the bill or value
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Generate measurement data by measuring lengths of objects to the nearest whole unit and show the data on a line plot (2.MD.10)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> Create a real-world scenario involving measurement, collect the data, and plot it on a line plot Analyze the data from the line plot to answer questions
3	The student will: <ul style="list-style-type: none"> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> line plot, horizontal, measuring, data, unit, The student will perform basic processes, such as: <ul style="list-style-type: none"> Measure the objects, but inaccurately records the data Creates a line plot with given data but can't generate data
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Create graphs to solve problems (2.MD.11)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Solve more complex put-together, take-apart, and compare problems (Ex. comparing combining categories) • Generate and solve their own complex put-together, take-apart, and compare problems
3	<p>The student will:</p> <ul style="list-style-type: none"> • Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. • Solve simple put-together, take-apart, and compare problems using information presented in a bar graph and picture graph
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • bar graph, horizontal, vertical, picture graph, data, fewer, more than, scale, symbol, legend, key <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Make a bar graph or picture graph to represent data with up to three categories
1	No understanding of the standard is demonstrated

Geometry

Topic: Geometry	
Score	Description: Attributes of Shapes (2.G.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Identify and draw 3-d shapes other than a cube • Create irregular polygons with more than 6 sides
3	<p>The student will:</p> <ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • angles, sides, vertices, faces, triangles, quadrilaterals, pentagons, hexagons, cubes, attributes, polygon, square, rectangle, trapezoid, irregular shape, regular shape <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify and draw basic shapes (triangle, square, rectangle, circle) • Identify number of sides of basic shapes • Identify the difference between 2D and 3D shapes • Identify closed vs. open shapes
1	No understanding of the standard is demonstrated

Geometry

Topic: Geometry	
Score	Description: Partition circles and rectangles into halves, thirds, and fourths (2 G 3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Draw a shape with equal shares that are not the same shape
3	<p>The student will:</p> <ul style="list-style-type: none"> • Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Note: fraction notation $1/2$, $1/3$, $1/4$ is not expected at this grade level. • Recognize that equal shares of identical wholes need not have the same shape.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • partition, halves, thirds, fourths, equal shares, whole, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify shapes properly partitioned • Partition a shape, but not equal shares
1	No understanding of the standard is demonstrated