Grade 2 Proficiency Scale

I can use place value concepts to identify, represent, and compare numbers within 1000.

Reporting Category: Math 2.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can read and write numbers to 1,000 in standard form, word form, and expanded form. B. I can compare two three-digit numbers using >, =, and < symbols. C. I can order a set of three-digit numbers from least to greatest or greatest to least.
Approaching Standard	2	A-C. I can recognize or recall academic vocabulary including: *digit, place, place value, ones, tens, hundreds, bundle, group, standard form, word form, expanded form, compare, greater than, less than, equal, order, greatest, least* A. I can perform basic processes such as: -Write three-digit numbers using standard form and using number names. -Explain that a number is equal to the sum of the values represented by each place value of that number; use this understanding to write numbers in expanded form. -Represent the value of a given three-digit number using models or diagrams. -Identify the value of a specified digit of a given three-digit number, knowing that the digits represent amounts of hundreds, tens, and ones. -Identify the place of each digit of a given three-digit number. -Explain that one ten is a bundle of 10 ones and one hundred is a bundle of 10 tens. B-C. I can perform basic processes such as: -Compare like place values between 3 or more three-digit numbers. -Understand order in terms of "least to greatest" and "greatest to least." -Compare like place values between two three-digit numbers. -Explain that the comparison of two multi-digit numbers can be accomplished more efficiently by first comparing the largest place values and then working incrementally toward the smaller place values. -Explain how to write comparisons using "less than (<)" and "greater than (>)" symbols. -Explain that the equal sign (=) indicates that the numbers or expressions on either side of the sign have the same value. -Describe the relative sizes of place values, including hundreds, tens, and ones. (Each place is ten times bigger than the one to its right).
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can fluently add and subtract within 100.

Reporting Category: Math 2.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *sum, difference, digit, place, place value, ones, tens, bundle, group, compose, decompose (splitting), commutative property, associative property, round, estimate, reasonableness* A. I can perform basic processes such as: -Explain why addition and subtraction strategies work, using place value and properties of operations. -Assess the reasonableness of sums or differences within 100 by rounding and estimating. -Round two-digit whole numbers to the nearest 10 before estimating sums or differences. -Add up to four 2-digit numbers using strategies based on place value and properties of operations. -Recognize that it may be necessary to "regroup" (compose or decompose tens) when adding or subtracting. -Explain that multi-digit numbers can be added together by adding like place values or subtracted by subtracting like place values. -Decompose and compose numbers within a problem using place value in an effort to compute with "friendly" numbers. -Describe a subtraction problem as an unknown addend problem which can be likened to finding the distance between two numbers on a number line. -Write an equation or expression that could be used to solve a given addition or subtraction problem. -Represent addition and subtraction using models such as bundles and sticks, base ten area pieces, or open number lines. -Construct an open number line with an appropriate range for a given set of whole numbers. -Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and accurately represent whole-number sums and differences within 100 on this number line diagram. -Mentally add 10 to a given number 10–100, and mentally subtract 10 from a given number 10–100. -Skip count by 5's and 10's within 100 to more efficiently find sums or differences (such as when computing with "skip jumps" on an open number line). -Interpret the value of two-digit numbers using place-value understanding.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can use place value and properties of operations to add and subtract within 1000.

Reporting Category: Math 2.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can add and subtract three-digit numbers within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *sum, difference, digit, place, place value, ones, tens, hundreds, bundle, group, compose, decompose (splitting), commutative property, associative property* A. I can perform basic processes such as: -Explain why addition and subtraction strategies work, using place value and properties of operations. -Recognize that it may be necessary to "regroup" (compose or decompose tens or hundreds) when adding or subtracting. -Explain that multi-digit numbers can be added together by adding like place values or subtracted by subtracting like place values. -Decompose and compose numbers within a problem using place value in an effort to compute with "friendly" numbers. -Describe a subtraction problem as an unknown addend problem which can be likened to finding the distance between two numbers on a number line. -Write the equation or expression that could be used to solve a given addition or subtraction problem. -Represent addition and subtraction using models such as objects, base ten area pieces, or open number lines. -Construct an open number line with an appropriate range for a given set of whole numbers. -Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. -Skip count by 5's, 10's, and/or 100's to more efficiently find sums or differences (such as when computing with "skip jumps" on an open number line). -Interpret the value of two- and three-digit numbers using place-value understanding.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can represent and solve word problems involving addition and subtraction within 100.

Reporting Category: Math 2.2.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can solve one- and two-step word problems involving addition and subtraction within 100 with unknowns in all positions.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *equation, unknown, sum, total, difference, how many left, compare, how many more, how many fewer, reasonableness* A. I can perform basic processes such as: -Represent and solve word problems by writing equations with a symbol for the unknown quantity. -Create models or diagrams to represent word problems and solve for an unknown quantity. -Create or match a story to a given equation made up of (+, -, <, >, =) and numbers. -Recognize and describe specific types of addition or subtraction problems, such as "adding to," "taking from," "putting together," "taking apart," and "comparing." -Identify key words that may help with understanding a word problem. -Assess the reasonableness of an answer. -Write or use related facts or fact families to help solve a problem and determine an unknown number. -Identify a missing symbol (+, -, <, >, =) that makes a number sentence true.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can use equal groups of objects to demonstrate understanding of early multiplication concepts.

Reporting Category: Math 2.2.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can determine whether a group of objects has an odd or even number of members. B. I can use addition to find the total number of objects arranged in rectangular arrays.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *group, equal, even, odd, array, row, column, total, repeated addition* A. I can perform basic processes such as: -Write an equation to describe a given even number as the sum of two equal addends. -Determine that a number is even when it can be decomposed into two equal groups. -Skip count by 2's to determine whether a number is even or odd. -Use objects or drawings to determine whether a number is even or odd, such as when pairing together objects in a set. B. I can perform basic processes such as: -Write a repeated addition sentence to describe the total number of objects shown in an array. -Explain that the total number of objects in an array can be determined by skip counting by the number of objects in either its rows or columns. -Explain that the total number of objects in an array can be determined by repeatedly adding the number of objects in its rows or its columns. -Describe the columns or rows of an array in terms of equal groups. -Identify the components of a rectangular array (rows and columns).
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can demonstrate fluency with addition and subtraction facts within 20.

Reporting Category: Math 2.2.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can fluently add and subtract within 20 using mental strategies.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *strategy, add, subtract, equation, number sentence, addend, sum, difference, compose, decompose, fluency, efficient, accuracy, precision* A. I can perform basic processes such as: -Solve addition and subtraction equations within 20 with efficiency and accuracy. (Student should be able to give correct answer in about 3 seconds.) -Demonstrate accuracy, flexibility, and efficiency when solving addition and subtraction problems. -Describe the strategies used to solve problems or the strategies used by others. -Use increasingly efficient strategies to subtract, including (but not limited to) drawn pictures or models, count back, subtract zero, take all, take half, neighbor facts, take away ten, and related facts (fact families). -Use increasingly efficient strategies to add, including (but not limited to) drawn pictures or models, count on, add zero, make 10, doubles, doubles plus/minus one, add ten, and more sophisticated strategies based on the properties of addition.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can recognize and draw two- and three-dimensional shapes using their attributes.

Reporting Category: Math 2.3.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can recognize two- and three-dimensional shapes having specified attributes. B. I can draw two- and three-dimensional shapes having specified attributes.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *attribute, side, angle, right angle, vertex (corner), length, point, edge, face, base, position, congruent* *two-dimensional shapes, including: circle, triangle, quadrilateral, rectangle, square, rhombus, trapezoid, pentagon, hexagon* *three-dimensional shapes, including: cone, cube, sphere, rectangular prism, cylinder, pyramid, triangular prism* A. I can perform basic processes such as: -Explain that figures can be classified by their attributes (number of sides, types of angles, number of equal faces, etc.). -Identify and name two- and three-dimensional figures. -Sort geometric shapes by their attributes. -Identify equal faces on a three-dimensional figure. -Identify sides of equal length in a given two-dimensional figure. -Identify right angles and/or angles of equal size in a given two-dimensional figure. -Identify attributes of a given two- or three-dimensional figure. -Distinguish between two-dimensional and three-dimensional figures. B. I can perform basic processes such as: -Draw three-dimensional shapes (*listed above*) given a specified set of attributes. -Draw two-dimensional shapes (*listed above*) given a specified set of attributes. -Represent two- and three-dimensional shapes using models such as pattern blocks, geoboards, polydrons, etc.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can use the understanding of fractions to partition shapes into halves, thirds, and quarters.

Reporting Category: Math 2.3.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can partition circles and rectangles into two, three, or four equal shares, and describe the shares using the words halves, thirds, and fourths.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *fractions, partition, equal shares, unequal shares, rows, columns, whole, half, halves, half of, third, thirds, third of, quarter, quarters, quarter of, fourth, fourths, fourth of* A. I can perform basic processes such as: -Describe equal portions of a whole shape using fraction names (halves, thirds, fourths (quarters)) and recognize fraction notation (1/2, 1/3, 1/4) for these equal portions. -Describe a whole as being equivalent to two halves, three thirds, or four fourths. -Partition a given circle or rectangle into 2, 3, or 4 equal portions. -Partition a rectangle into rows and columns of same-size squares and count to find the total number of square units. -Understand that decomposing a shape into more equal shares creates smaller shares. -Partition the same shape into the same number of equal portions in different ways. -Represent partitioning using manipulates (such as patterns blocks) or folded/drawn models. -Determine whether or not a given partitioned shape has been partitioned into equal or unequal portions.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can measure and estimate lengths in standard units using appropriate tools.

Reporting Category: Math 2.4.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can measure the length of an object to the nearest whole unit by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. B. I can estimate lengths using units of inches, feet, yards, centimeters, and meters. C. I can measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Approaching Standard	2	A-C. I can recognize or recall academic vocabulary including: *length, unit, inch, foot, yard, centimeter, meter, estimate, shorter, longer, compare, difference* A-C. I can perform basic processes such as: -Measure the length of two *different* objects, then describe and compare the difference between these two measurements. -Measure the length of the *same* object twice using two different length units and describe how these measurements compare. -Correctly label units when recording measurements of length. -Measure the length of objects with increasing precision, being sure to line up the measuring tool at an endpoint and continue without gaps or overlaps to the other end point. -Estimate the length of an object using whole units of inches, feet, yards, centimeters, or meters. -Choose the appropriate tool to measure the length of a given object. -Identify the unit of measurement of a given measuring tool. -Compare sizes of different measurement units. -Relate units of lengths to the lengths of familiar objects. -Explain that length can be measured in non-standard units (cubes) and standard units (inches, feet, centimeters, and meters). -Understand that length is a measure of distance from a starting point to an ending point.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can tell and write time to the nearest five minutes using analog and digital clocks and solve problems involving elapsed time.

Reporting Category: Math 2.4.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can tell time to the nearest 5 minutes using analog and digital clocks. B. I can calculate elapsed time to hour and half-hour increments.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *clock, digital, analog, clock face, hands (second hand, minute hand, hour hand), tick marks, hour, half-hour, quarter-hour, minute, a.m., p.m., day, night, midnight, noon, half-past* A. I can perform basic processes such as: -Represent a stated time on an analog clock, using student clocks or drawings. -Explain how to correctly read an analog clock and write the time in a digital format. -Explain how to correctly read the display of a digital clock and write a stated time in this digital format. -Determine the minutes past an hour on an analog clock by the position of the minute hand (limited to the nearest 5 minutes). -Determine the hour on an analog clock by the position of the hour hand. -Identify the hour and minute hand and understand the relationship between them. (Example: As the minute hand completes one revolution, the hour hand slowly moves to the next whole number.) -Explain that an analog clock contains 60 minutes total (represented by tick marks) and there are 5 minutes between each numeral. -Explain the meaning of a.m. and p.m. -Understand that there are 24 hours in a day and that the hour hand must make two revolutions/day. -Explain how the numerals on a clock face count the number of hours and not the number of minutes. -Identify the components of an analog clock. B. I can perform basic processes such as: -Use models such as student clocks and open number lines to represent and calculate elapsed time in hour or half-hour increments. -Identify key details such as start/end times and elapsed time within situations or word problems.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can count and compare combinations of dollar bills, quarters, dimes, nickels, and pennies.

Reporting Category: Math 2.4.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can count and compare the value of combinations of coins and dollar bills up to $3.00. B. I can solve word problems involving money.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *coin, penny, nickel, dime, quarter, cents, dollar, value, combination, total, sum, compare, greater than, less than, equal, most, fewest, cost, price* A-B. I can perform basic processes such as: -Given an amount of money, identify and create various combinations of coins that could be used. -Write comparisons of coin totals using "less than (<)," "greater than (>)," or "equal to (=)" symbols. -Write an equation to identify the total value of a combination of coins. -Count combinations of coins and dollar bills using models, "count on" or "skip count" strategies, or through the use of open number lines. -Skip count by 5's, 10's, and 25's. -Write an amount of money using the cent and dollar symbols appropriately. -Explain that 100 cents is equal to 1 dollar. -Identify the value of quarters, dimes, nickels, and pennies. -Identify quarters, dimes, nickels, pennies and various bills. -Explain that U.S. currency is represented by the units of dollars and cents.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can solve problems and make change using dollar bills and coins.

Reporting Category: Math 2.4.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can solve word problems that involve making change for amounts less than $1.00.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *coin, penny, nickel, dime, quarter, cents, dollar, value, combination, change, cost, price* A. I can perform basic processes such as: -Calculate change given (within $1.00) using coin models, "count on" strategies, open number lines, addition, or subtraction. -Given an amount of money, identify and create various combinations of coins that could be used. -Round amounts of money to the nearest ten cents. -Write an equation to identify the total value of a combination of coins. -Write an amount of money using the cent and dollar symbols appropriately. -Identify the value of quarters, dimes, nickels, and pennies.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can represent and interpret data using tallies, graphs, and line plots.

Reporting Category: Math 2.4.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can draw a picture graph and a bar graph to represent a data set, as well as solve simple put-together, take-apart, and compare problems using the data shown in a picture graph or bar graph. B. I can translate information from one type of display to another type of display, including pictographs, tally charts, bar graphs, and tables. C. I can collect a set of measurement data by measuring the lengths of objects and display this data by making a line plot.
Approaching Standard	2	A-C. I can recognize or recall academic vocabulary including: *bar graph, picture graph, line plot, tally, tally chart, table, data, survey, collection, title, label, row, column, key, total, compare, more than, less than, most, least* A-B. I can perform basic processes such as: -Create a bar graph or picture graph to accurately display a given set of data, such as data shown in a tally chart. -Recognize when the same set of data is shown in two different graphing or charting formats. -Identify specific information from a graph needed to solve simple problems. -Recognize and describe types of simple addition or subtraction problems, such as "put-together," "take-apart," and "compare." -Explain that the value of each picture within a picture graph is found in the key. -Describe the count scale of a bar graph as a segment of a number line. -Identify and describe the components of a bar graph and picture graph. -Explain that a picture or bar graph is used to display the number of objects within categories. -Organize a set of data into different categories. C. I can perform basic processes such as: -Measure several objects to the nearest whole unit (or measure the same object several times) and record this data on a line plot with accuracy. -Identify and interpret specific information shown on a line plot in order to answer questions. -Explain that each mark above the horizontal line (axis) of a line plot represents a single occurrence of a particular value.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Proficiency Scale

I can make sense of problems.

Reporting Category: Math 2.5.1

Exceeds Standard	4	I am able to transfer these mathematical processes to more complex content and thinking, including problems and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can make sense of a problem and choose an effective strategy to solve it using objects, drawings, operations, or mental math. B. I can evaluate the reasonableness of my solution within the context of the problem.
Approaching Standard	2	A. With support, I can make sense of a problem and choose an effective strategy to solve it using objects, drawings, operations, or mental math. B. With support, I can evaluate the reasonableness of my solution within the context of the problem.
Not at Standard	1	I demonstrate partial or no success with the mathematical processes described above.

Grade 2 Proficiency Scale

I can effectively model my mathematical thinking.

Reporting Category: Math 2.5.2

Exceeds Standard	4	I am able to transfer these mathematical processes to more complex content and thinking, including problems and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can accurately model problem situations using objects, drawings, charts, lists, or equations.
Approaching Standard	2	A. With support, I can accurately model problem situations using objects, drawings, charts, lists, or equations.
Not at Standard	1	I demonstrate partial or no success with the mathematical processes described above.

Grade 2 Proficiency Scale

I can solve problems with precision.

Reporting Category: Math 2.5.3

Exceeds Standard	4	I am able to transfer these mathematical processes to more complex content and thinking, including problems and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can be precise when I explain my math thinking, solve problems, and complete measurement tasks.
Approaching Standard	2	A. With support, I can be precise when I explain my math thinking, solve problems, and complete measurement tasks.
Not at Standard	1	I demonstrate partial or no success with the mathematical processes described above.