Grade 2

Operations and Algebraic Thinking

Indicator: Knows addition and subtraction facts fluently				
Standard: 2.OA.2				
Performance Level	1	2	3	4
Trimester 1	Recalls from memory, with automaticity, few: ● addition and subtraction facts within 10 (fewer than 13 problems/ 1 minute)	Recalls from memory, with automaticity: ● addition and subtraction facts within 10 (13-16 problems/ 1 minute)	Consistently able to recall from memory, with automaticity: ● addition and subtraction facts within 10 (17-20 problems/ 1 minute)	Consistently, accurately and independently able to recall from memory, with automaticity, all: ● Addition and subtraction facts within 20 (17-20 problems/ 1 minute)
Trimester 2	Recalls from memory, with automaticity, few: ● Sums of doubles up to 9 + 9 ● Addition and subtraction facts within 10 (fewer than 13 problems/ 1 minute)	Recalls from memory, with automaticity: ● Sums of doubles up to 9 + 9 ● Addition and subtraction facts within 10 (13-16 problems/ 1 minute)	Consistently able to recall from memory, with automaticity: ● Sums of doubles up to 9 + 9 ● Addition and subtraction facts within 10 (17-20 problems/ 1 minute)	Consistently, accurately and independently able to recall from memory, with automaticity, all: ● Addition and subtraction facts within 20 ● Doubles facts up to 15+15 (17-20 problems/ 1 minute)
Trimester 3	Recalls from memory, with automaticity, few: ● Addition and subtraction facts within 20 (fewer than 13 problems/ 1 minute)	Recalls from memory, with automaticity: ● Addition and subtraction facts within 20 (13-16 problems/ 1 minute)	Consistently able to recall from memory, with automaticity: ● Addition and subtraction facts within 20 (17-20 problems/ 1 minute)	Consistently, accurately and independently able to recall from memory, with automaticity, all: ● Addition and subtraction facts within 20 ● Doubles facts up to 20+20 (>20 problems/ 1 minute)

Grade 2

Revised November 2015

Indicator: Demonstrates foundations of multiplication				
Standard: 2.OA.4, 2.G.2				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	Unable to: ● Use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays (up to 5 rows and 5 columns) ● Partition a rectangle into rows and columns of same size squares and count to find the total number	Requires teacher prompting and support to: ● Use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays (up to 5 rows and 5 columns) ● Partition a rectangle into rows and columns of same size squares and count to find the total number	Independently able to: ● Use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays (up to 5 rows and 5 columns) ● Partition a rectangle into rows and columns of same size squares and count to find the total number	Consistently, accurately and independently meets the criteria of a 3 and can also do at least two of the following: ● Create arrays and write two equations (by rows and by columns) to represent the rectangular array ● Rotate the array 90 degrees and write two more equations ● Explain how the arrays are different but still the same
Trimester 3				

Indicator: Interprets, represents and solves addition and subtraction word problems				
Standard: 2.OA.1				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	Unable to: ● Interpret and solve a one-step word problem involving	Requires teacher prompting and support to: ● Interpret and solve a one-step word problem involving	Independently able to: ● Interpret and solve a one-step word problem involving addition and	Consistently, accurately and independently meets criteria for a 3 and is able to: ● Interpret and solve a one-step word problem

	addition and subtraction within 20 (no unknown change, e.g. 6+?=10; 9-?=3) ● Use manipulatives, drawings, and/or simple equations to represent the problem	addition and subtraction within 20 (no unknown change, e.g. 6+?=10; 9-?=3) ● Use manipulatives, drawings, and/or simple equations to represent the problem	subtraction within 20 (no unknown change, e.g. 6+?=10; 9-?=3) ● Use manipulatives, drawings, and/or simple equations to represent the problem	involving addition and subtraction with unknowns within 100 ● Interpret and solve a two-step word problem involving addition and subtraction within 100 ● Use addition and subtraction strategies based on place value ● Justify the reasonableness of a response using multiple strategies
Trimester 3	Unable to: ● Interpret and solve a two-step word problem involving addition and subtraction within 100 (including unknown change, e.g. 6+?=10; 9-?=3) ● Use manipulatives, drawings, and/or simple equations to represent the problem	Requires teacher prompting and support to: ● Interpret and solve a two-step word problem involving addition and subtraction within 100 (including unknown change, e.g. 6+?=10; 9-?=3) ● Use manipulatives, drawings, and/or simple equations to represent the problem Student may be able to solve one-step problems or problems with smaller numbers.	Independently able to: ● Interpret and solve a two-step word problem involving addition and subtraction within 100 (including unknown change, e.g. 6+?=10; 9-?=3) ● Use manipulatives, drawings, and/or simple equations to represent the problem	Consistently, accurately and independently meets criteria for a 3 and is able to: ● Interpret and solve a two-step word problem involving addition and subtraction within 1,000 ● Use addition and subtraction strategies based on place value ● Justify the reasonableness of a response using multiple strategies

Numbers and Operations in Base Ten

Grade 2

Indicator: Counts by 1s and skip counts				
Standard: 2.NBT.2				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Count within 100 by 1s, 5s and 10s	Requires teacher prompting and support to: ● Count within 100 by 1s, 5s and 10s	Independently able to: ● Count within 100 by 1s, 5s and 10s	Consistently, accurately and independently meets the criteria for a 3 and can: ● Apply the standard to numbers beyond 1,000
Trimester 2	Unable to: ● Count within 200 by 1s, 2s, 5s and 10s.	Requires teacher prompting and support to: ● Count within 200 by 1s, 2s, 5s and 10s.	Independently able to: ● Count within 200 by 1s, 2s, 5s and 10s.	Consistently, accurately and independently meets the criteria for a 3 and can: ● Apply the standard to numbers beyond 1,000
Trimester 3	Unable to: ● Count to 1000 by 1s, 2s, 5s, 10s and 100s	Requires teacher prompting and support to: ● Count to 1000 by 1s, 2s, 5s, 10s and 100s	Independently able to: ● Count to 1000 by 1s, 2s, 5s, 10s and 100s	Consistently, accurately and independently meets the criteria for a 3 and can: ● Apply the standard to numbers beyond 1,000

Indicator: Demonstrates understanding of place value				
Standard: 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.3, 2.NBT.4				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Read and write numbers beyond 100	Requires teacher prompting and support to: ● Read and write numbers up to 100	Independently able to: ● Read and write numbers up to 100	Consistently, accurately and independently meets the criteria for a 3 and applies to four-digit numbers beyond 1,000
Trimester 2	Unable to: ● Read and write numbers up to 200 in standard form, word	Requires teacher prompting and support to: ● Read and write numbers up to 200 in standard form, word	Independently able to: ● Read and write numbers up to 200 in standard	Consistently, accurately and independently meets the criteria for a 3 and applies to four-digit numbers beyond 1,000

	form and expanded form ● Compare two two-digit numbers based on place value using the symbols <, >, = ● Understand that the digits in a number represent the amount of hundreds, tens, and ones ● Understand that ten ones is called a "ten" and ten tens is called a "hundred"	form and expanded form ● Compare two two-digit numbers based on place value using the symbols <, >, = ● Understand that the digits in a number represent the amount of hundreds, tens, and ones ● Understand that ten ones is called a "ten" and ten tens is called a "hundred"	form, word form and expanded form ● Compare two two-digit numbers based on place value using the symbols <, >, = ● Understand that the digits in a number represent the amount of hundreds, tens, and ones ● Understand that ten ones is called a "ten" and ten tens is called a "hundred"	
Trimester 3	Unable to: ● Read and write numbers up to 1,000 in standard form, word form and expanded form ● Compare two three-digit numbers based on place value using the symbols <, >, = ● Understand that the digits in a number represent the amount of hundreds, tens, and ones ● Understand that ten ones is called a "ten"	Requires teacher prompting and support to: ● Read and write numbers up to 1,000 in standard form, word form and expanded form ● Compare two three-digit numbers based on place value using the symbols <, >, = ● Understand that the digits in a number represent the amount of hundreds, tens, and ones ● Understand that ten ones is called a "ten"	Independently able to: ● Read and write numbers up to 1,000 in standard form, word form and expanded form ● Compare two three-digit numbers based on place value using the symbols <, >, = ● Understand that the digits in a number represent the amount of hundreds, tens, and ones ● Understand that ten ones is called a "ten" and ten tens is called a "hundred"	Consistently, accurately and independently meets the criteria for a 3 and applies to four-digit numbers beyond 1,000.

	and ten tens is called a "hundred"	and ten tens is called a "hundred"		

Indicator: Applies strategies based on place value to add and subtract				
Standard: 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2. MD.6				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Apply basic facts to solve addition and subtraction problems of two-digit with one-digit problems ● Add a single-digit number with a double-digit number by using **mental math strategies such as:** o "Make a Ten" (e.g. 18+4 is 18+2=20, 20+2=22) o Decomposing a number leading to a ten (e.g. 13-4=13-3-1=10-1=9) o Using the relationship between addition and subtraction (e.g. knowing that 13+4=17, one knows 17-4=13) o Decomposing the number and adding	Requires teacher prompting and support to: ● Apply basic facts to solve addition and subtraction problems of two-digit with one-digit problems ● Add a single-digit number with a double-digit number by using **mental math strategies such as:** o "Make a Ten" (e.g. 18+4 is 18+2=20, 20+2=22) o Decomposing a number leading to a ten (e.g. 13-4=13-3-1=10-1=9) o Using the relationship between addition and subtraction (e.g. knowing that 13+4=17, one knows 17-4=13) o Decomposing the number and adding	Independently able to: ● Apply basic facts to solve addition and subtraction problems of two-digit with one-digit problems ● Add a single-digit number with a double-digit number by using **mental math strategies such as:** o "Make a Ten" (e.g. 18+4 is 18+2=20, 20+2=22) o Decomposing a number leading to a ten (e.g. 13-4=13-3-1=10-1=9) o Using the relationship between addition and subtraction (e.g. knowing that 13+4=17, one knows 17-4=13) o Decomposing the number and adding the tens and adding	Consistently, accurately and independently meets the criteria for a 3 and extends to: ● add/subtract two two-digit numbers with and without regrouping within 200 ● Use mental math strategies to add and subtract 10 and 100 from a given number 100-900

	the tens and adding the ones (e.g. 25+6=20+5+6=20+11 =31 ● Use concrete models or drawings to model adding/subtracting a two-digit number with a one-digit number	the tens and adding the ones (e.g. 25+6=20+5+6=20+11 =31 ● Use concrete models or drawings to model adding/subtracting a two-digit number with a one-digit number	the ones (e.g. 25+6=20+5+6=20+11 =31 ● Use concrete models or drawings to model adding/subtracting a two-digit number with a one-digit number	
Trimester 2	Unable to: ● Apply basic facts to solve addition and subtraction problems of two two-digit numbers without regrouping ● Use **mental math** strategies (see Tri. 1) to add and subtract two double-digit numbers ● Use concrete models or drawings to model addition and subtraction of two two-digit numbers with and without regrouping ● Use mental math strategies to add and subtract 10 from a given number 100-900 Student may be able to work with smaller numbers with some support.	Requires teacher prompting and support to: ● Apply basic facts to solve addition and subtraction problems of two two-digit numbers without regrouping ● Use **mental math** strategies (see Tri. 1) to add and subtract two double-digit numbers ● Use concrete models or drawings to model addition and subtraction of two two-digit numbers with and without regrouping ● Use mental math strategies to add and subtract 10 from a given number 100-900 Student may be able to independently work with smaller numbers	Independently able to: ● Apply basic facts to solve addition and subtraction problems of two two-digit numbers without regrouping ● Use **mental math** strategies (see Tri. 1) to add and subtract two double-digit numbers ● Use concrete models or drawings to model addition and subtraction of two two-digit numbers with and without regrouping ● Use mental math strategies to add and subtract 10 from a given number 100-900	Consistently, accurately and independently meets the criteria for a 3 and extends to: ● add/subtract two three-digit numbers with and without regrouping within 1,000 ● Use mental math strategies to add and subtract 10 and 100 from a given number beyond 1,000

Trimester 3	Unable to:	Requires teacher prompting and support to:	Independently able to:	Consistently, accurately and independently meets the criteria for a 3 and extends to:
	● Use concepts of place value and apply basic facts to solve addition and subtraction problems of two two-digit, with and without regrouping ● Use **mental math** strategies (see Tri. 1) to add and subtract two double-digit numbers ● Use concrete models or drawings to model adding/within 1,000 ● Use mental math strategies to add and subtract 10 and 100 from a given number 100-900 Student may be able to work with smaller numbers with some support.	● Use concepts of place value and apply basic facts to solve addition and subtraction problems of two two-digit, with and without regrouping ● Use **mental math** strategies (see Tri. 1) to add and subtract two double-digit numbers ● Use concrete models or drawings to model adding/within 1,000 ● Use mental math strategies to add and subtract 10 and 100 from a given number 100-900 Student may be able to independently work with smaller numbers	● Use concepts of place value and apply basic facts to solve addition and subtraction problems of two two-digit numbers, with and without regrouping ● Use **mental math** strategies (see Tri. 1) to add and subtract two double-digit numbers ● Use concrete models or drawings to model adding/within 1,000 ● Use mental math strategies to add and subtract 10 and 100 from a given number 100-900	● add/subtract up to four three- and four-digit numbers with and without regrouping beyond 1,000 ● Use mental math strategies to add and subtract 10, 100 and 1000 from a given number 1,000-9,000

Measurement and Data

Indicator: Measures, estimates and compares lengths of objects				
Standard: 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				

| Trimester 3 | Unable to:
● Estimate measurements
● Compare measurements
● Accurately use a centimeter ruler, inch ruler, meter stick, yardstick
● Select appropriate tool for measuring length (cm/meter, inch/yard) | Requires teacher prompting and support to:
● Estimate measurements
● Compare measurements
● Accurately use a centimeter ruler, inch ruler, meter stick, yardstick
● Select appropriate tool for measuring length (cm/meter, inch/yard) | Independently able to:
● Estimate measurements
● Compare measurements
● Accurately use a centimeter ruler, inch ruler, meter stick, yardstick
● Select appropriate tool for measuring length (cm/meter, inch/yard) | Consistently, accurately and independently meets criteria for a 3 and is able to:
● Independently represent and solve word problems involving measurement
● Justify and explain solutions
● consistently use labels |

Indicator: Organizes, represents, and interprets data				
Standard: 2.MD.9, CC.2.MD.10				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Generate measurement data ● Show the data on a line plot, with a picture graph and a bar graph with whole number scales ● Solve problems using the information from these graphs	Requires teacher prompting and support to: ● Generate measurement data ● Show the data on a line plot, with a picture graph and a bar graph with whole number scales ● Solve problems using the information from these graphs	Independently able to: ● Generate measurement data ● Show the data on a line plot, with a picture graph and a bar graph with whole number scales ● Solve problems using the information from these graphs	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Create questions and problems ● Make statements using the data

Indicator: Tells and writes time				
Standard: 2.MD.7				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: • Tell time to the hour and half hour from both analog and digital clocks using a.m. and p.m. • Tell time in 5 minute intervals from both analog and digital clocks using a.m. and p.m.	Independently able to: • Tell time to the hour and half hour from both analog and digital clocks using a.m. and p.m. Requires teacher prompting and support to: • Tell time in 5 minute intervals from both analog and digital clocks using a.m. and p.m.	Independently able to: • Tell time to the hour and half hour from both analog and digital clocks using a.m. and p.m. • Tell time in 5 minute intervals from both analog and digital clocks using a.m. and p.m.	Consistently, accurately and independently: • Tells time in 1 minute intervals from both analog and digital clocks using a.m. and p.m. • Solves problems involving elapsed time

Indicator: Counts and solves problems involving dollar bills and coins				
Standard: 2.MD.8				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: • Identify coins and their values	Requires teacher prompting and support to: • Identify coins and their values	Independently able to: • Identify coins and their values	Consistently, accurately and independently meets the criteria for a 3 and:

- Count sets of coins/dollars - Make equivalent sets of coins/dollars - Select coins/dollars for a given amount - Add and subtract to solve one and two-step word problems involving whole dollar amounts within $100 or cents within $1 (problems focus on dollars **or** cents)	- Count sets of coins/dollars - Make equivalent sets of coins/dollars - Select coins/dollars for a given amount - Add and subtract to solve one and two-step word problems involving whole dollar amounts within $100 or cents within $1 (problems focus on dollars **or** cents)	- Count sets of coins or dollars - Make equivalent sets of coins or dollars - Select coins or dollars for a given amount - Add and subtract to solve one and two-step word problems involving whole dollar amounts within $100 or cents within $1 (problems focus on dollars **or** cents)	- Solves one and two-step word problems involving dollars **and** cents - Is able to make change across the dollar (example $1.39-54 cents)

Geometry

Indicator: Identifies and composes shapes based on attributes				
Standard: 2.G.1				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: - Identify shapes - Draw shapes - Describe attributes of a shape such as given number of angles or given number of equal faces (Shapes include triangles, rectangles, squares,	Requires teacher prompting and support to: - Identify shapes - Draw shapes - Describe attributes of a shape such as given number of angles or given number of equal faces (Shapes include triangles, rectangles, squares,	Independently able to: - Identify shapes - Draw shapes - Describe attributes of a shape such as given number of angles or given number of equal faces (Shapes include triangles, rectangles, squares, trapezoids,	Consistently, accurately and independently meets criteria of a 3 and is able to: Classify and make comparisons among the shapes based upon attributes

	trapezoids, quadrilaterals, pentagons, hexagons, and cubes.)	trapezoids, quadrilaterals, pentagons, hexagons, and cubes.)	quadrilaterals, pentagons, hexagons, and cubes.)	

Indicator: Partitions circles and rectangles into equal shares				
Standard: 2.G.3				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Partition circles and rectangles into two, three and four equal shares ● Use proper mathematics vocabulary to describe the shares (halves, thirds, half of, a third of, etc.). ● Describe the whole as the sum of the parts (two halves, three thirds, etc.).	Requires teacher prompting and support to: ● Partition circles and rectangles into two, three and four equal shares ● Use proper mathematics vocabulary to describe the shares (halves, thirds, half of, a third of, etc.). ● Describe the whole as the sum of the parts (two halves, three thirds, etc.).	Independently able to: ● Partition circles and rectangles into two, three and four equal shares ● Use proper mathematics vocabulary to describe the shares (halves, thirds, half of, a third of, etc.). ● Describe the whole as the sum of the parts (two halves, three thirds, etc.).	Consistently, accurately and independently meets criteria of a 3 and is able to: ● Identify equal shares smaller than fourths and can compare halves, thirds and fourths using proper mathematical symbolism ($<, >, =$)

Grade 2

Mathematical Practices

Indicator: Makes sense of problems and perseveres in solving them				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Requires teacher prompting and support to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Independently able to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Consistently, accurately and independently meets criteria for a 3 and is able to: ● Check answers for reasonableness ● Solve with more than one strategy
Trimester 2	Unable to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Requires teacher prompting and support to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Independently able to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Consistently, accurately and independently meets criteria for a 3 and is able to: ● Check answers for reasonableness ● Solve with more than one strategy
Trimester 3	Unable to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Requires teacher prompting and support to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Independently able to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Consistently, accurately and independently meets criteria for a 3 and is able to: ● Check answers for reasonableness ● Solve with more than one strategy

Grade 2

Indicator: Clearly communicates mathematical thinking and reasoning				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Requires teacher prompting and support to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Independently able to: ● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Consistently, accurately and independently meets criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies ● Listen to solutions of others and comment appropriately
Trimester 2	Unable to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Requires teacher prompting and support to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Independently able to: ● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience	Consistently, accurately and independently meets criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies ● Listen to solutions of others and comment appropriately

Grade 2

Trimester 3	Unable to:	Requires teacher prompting and support to:	Independently able to:	Consistently, accurately and independently meets criteria for a 3 and is able to:
	● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies