Grade 2 Benchmarks -Mathematics

Adds whole numbers within 20 fluently using mental strategies. **Subtracts whole numbers within 20 using mental strategies.**				
Trimester	**1**	**2**	**3** **Grade level standard**	**4**
1st	Student has a **limited** understanding and has not yet developed fluency with using tools and/or mental strategies to add within 20 Student has a **limited** understanding and has not yet developed fluency with using tools and/or mental strategies to subtract within 20.	**With teacher suppor**t, student is developing fluency and using a variety of mental strategies when adding within 20. **With teacher support**, student is developing fluency and using a variety of mental strategies when subtracting within 20.	Student **consistently** demonstrates fluency using mental strategies to add within 20. Student **consistently** subtracts whole numbers within 20 using mental strategies.	Student **consistently** and **independently** demonstrates fluency using mental strategies to apply additionfacts beyond 20. Student **consistently** and **independently** demonstrates fluency using mental strategies to apply subtractions facts beyond 20.
2nd	With **prompting and support** student is able to add within 20 using tools. With **prompting and support**, student is able to subtract within 20 using tools.	Student is **developing** fluency using mental strategies to add within 20. Student is **developing** fluency using mental strategies to subtract within 20.	Student **consistently** demonstrates fluency using mental strategies to add within 20. Student **consistently** subtracts whole numbers within 20 using mental strategies.	**Student knows all sums of two one-digit numbers from memory.** Student **consistently** and **independently** demonstrates fluency using mental strategies to apply subtractions facts beyond 20.
3rd	With **prompting and suppor**t, student is able to add and subtract within 20 using tools and is beginning to use mental strategies to add and subtract within 20. With **prompting and support**, student is able to add and subtract within 20 using tools and is beginning to use mental strategies to subtract within 20	Student is **developing** fluency using mental strategies to add within 20. Student is **developing** fluency using mental strategies subtract within 20.	**By the end of grade 2, student knows all sums of two one-digit numbers from memory.** Student **consistently** subtracts whole numbers within 20 using mental strategies.	Student **consistently** and **independently** adds and subtracts beyond 20 from **memory.**

Grade 2 Benchmarks -Mathematics

Represents and solves problems involving addition and subtraction				
Trimester	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Student is unable or rarely able to apply skills taught.** Uses addition and subtraction within 20 to solve 1 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	**Student is sometimes able to apply skills taught.** Uses addition and subtraction within 20 to solve 1 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	**Student is able to apply skills taught.** Uses addition and subtraction within 20 to solve 1 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	**Student is consistently and independently able to extend skills taught.** Uses addition and subtraction within 20 to solve 1 and 2 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.
2nd	**Student is unable or rarely able to apply skills taught.** Uses addition and subtraction within 50 to solve 1 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	**Student is sometimes able to apply skills taught.** Uses addition and subtraction within 50 to solve 1 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	**Student is able to apply skills taught.** Uses addition and subtraction within 50 to solve 1 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	**Student is consistently and independently able to extend skills taught.** Uses addition and subtraction within 50 to solve 1 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.
3rd	**Student is unable or rarely able to apply skills taught.** Uses addition and subtraction within 100 to solve 1 and 2 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	**Student is sometimes able to apply skills taught.** Uses addition and subtraction within 100 to solve 1 and 2 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	**Student is able to apply skills taught.** Uses addition and subtraction within 100 to solve 1 and 2 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	**Student is consistently and independently able to extend skills taught.** Uses addition and subtraction within 100 to solve 1 and 2 step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.

Grade 2 Benchmarks -Mathematics

Works with equal groups of objects: foundations of multiplication				
Trimesters	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Student is unable or rarely able to apply skills taught.** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.	**Student is sometimes able to apply skills taught.** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.	**Student is able to:** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.	**Student is consistently and independently able to extend skills:** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.
2nd	**Student is unable or rarely able to apply skills taught.** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.	**Student is sometimes able to apply skills taught.** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.	**Student is able to:** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.	**Student is consistently and independently able to extend skills:** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.
3rd	**Student is unable or rarely able to apply skills taught.** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends. 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.	**Student is sometimes able to apply skills taught.** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends. 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.	**Student is able to:** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends. 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.	**Student is consistently and independently able to extend skills:** Determine whether a group of objects has an odd or even number of members, by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends. 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.

Grade 2 Benchmarks -Mathematics

Understands place value				
Trimesters	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Student is unable or rarely able to apply skills taught.** Understands that the two digits of a 2 digit number represent amounts of tens and ones. Count by 1's past 120 and skip count by 5'S and 10'S to at least 200 Read and write numbers to at least 120 using base 10 numerals and numbers to 20 using number names. Compare numbers to at least 99 and record comparisons using <. >, and =.	**Student is sometimes able to apply skills taught.** Understand that the two digits of a 2 digit number represent amounts of tens and ones. Count by 1's past 120 and skip count by 5'S and 10'S to at least 200 Read and write numbers to at least 120 using base 10 numerals and numbers to 20 using number names. Compare numbers to at least 99 and record comparisons using <. >, and =.	**Student is able to:** Understand that the two digits of a 2 digit number represent amounts of tens and ones. Count by 1's past 120 and skip count by 5'S and 10'S to at least 200 Read and write numbers to at least 120 using base 10 numerals and numbers to 20 using number names. Compare numbers to at least 99 and record comparisons using <. >, and =.	**Student is consistently and independently able to extend skills:** Understand that the two digits of a 2 digit number represent amounts of tens and ones. Count by 1's past 120 and skip count by 5'S and 10'S to at least 200 Read and write numbers to at least 120 using base 10 numerals and numbers to 20 using number names. Compare numbers to at least 99 and record comparisons using <. >, and =.
2nd	**Student is unable or rarely able to apply skills taught.** Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Count by 1's within 1000; skip count by 5's, 10's and 100's Read and write numbers to at least 120 using base 10 numerals and number to 20 using number names Compare two three digit numbers based on values of the hundreds, tens and one digits, recording the results of comparisons with the symbols >, =. and <.	**Student is sometimes able to apply skills taught.** Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Count by 1's within 1000; skip count by 5's, 10's and 100's Read and write numbers to at least 120 using base 10 numerals and number to 20 using number names Compare two three digit numbers based on values of the hundreds, tens and one digits, recording the results of comparisons with the symbols >, =. and <.	**Student is able to:** Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Count by 1's within 1000; skip count by 5's, 10's and 100's within 1000 Read and write numbers to at least 200 using base 10 numerals, numbers to 20 using number names and expanded form. Compare two three digit numbers based on values of the hundreds, tens and one digits, recording the results of comparisons with the symbols >, =. and <.	**Student is consistently and independently able to extend skills:** Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Count by 1's within 1000; skip count by 5's, 10's and 100's Read and write numbers to at least 120 using base 10 numerals and number to 20 using number names Compare two three digit numbers based on values of the hundreds, tens and one digits, recording the results of comparisons with the symbols >, =. and <.

Grade 2 Benchmarks -Mathematics

3rd	**Student is unable or rarely able to apply skills taught.** Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Count within 1,000 by 1's ; skip count by 5's, 10's and 100's Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Compare two three-digit numbers based on values of the hundreds, tens and one digits, recording the results of comparisons with the symbols >, =. and <.	**Student is sometimes able to apply skills taught.** Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Count within 1,000 by 1's ; skip count by 5's, 10's and 100's Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Compare two three-digit numbers based on values of the hundreds, tens and one digits, recording the results of comparisons with the symbols >, =. and <.	**Student is able to:** Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Count within 1,000 by 1's ; skip count by 5's, 10's and 100's within 1000. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Compare two three-digit numbers based on values of the hundreds, tens and one digits, recording the results of comparisons with the symbols >, =. and <.	**Student is consistently and independently able to extend skills:** Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Count within 1,000 by 1's ; skip count by 5's, 10's and 100's Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Compare two three-digit numbers based on values of the hundreds, tens and one digits, recording the results of comparisons with the symbols >, =. and <.

Grade 2 Benchmarks -Mathematics

Uses place value understanding and properties of operations to add and subtract.				
Trimesters	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Student is unable or rarely able to apply skills taught.** Add and subtract within 100 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction. Add and subtract with 100, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Mentally add 10 and subtract 10 from a 2 digit number. Explain why addition and subtraction strategies work, using place value and operation.	**Student is sometimes able to apply skills taught:** Add and subtract within 100 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction. Add and subtract with 100, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Mentally add 10 and subtract 10 from a 2 digit number. Explain why addition and subtraction strategies work, using place value and operation.	**Student is able to:** Add and subtract within 100 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction. Add and subtract with 100, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Mentally add 10 and subtract 10 from a 2 digit number. Explain why addition and subtraction strategies work, using place value and operation.	**Student is consistently and independently able to extend skills:** Add and subtract within 100 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction. Add and subtract with 100, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Mentally add 10 and subtract 10 from a 2 digit number. Explain why addition and subtraction strategies work, using place value and operation.
2nd	**Student is unable or rarely able to apply skills taught.** Add and subtract fluently within 100 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction with or without tools. Add and subtract fluently within 100, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or	**Student is sometimes able to apply skills taught.** Add and subtract fluently within 100 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction with or without tools. Add and subtract fluently within 100, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting two-digit numbers, one	**Student is able to:** Add and subtract fluently within 100 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction with or without tools. Add and subtract fluently within 100, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting two-digit numbers, one adds or subtracts tens and tens, and	**Student is consistently and independently able to extend skills:** Add and subtract fluently within 100 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction with or without tools. Add and subtract fluently within 100, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one

Grade 2 Benchmarks -Mathematics

	subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds. Mentally add or subtract multiples of 10 and a group of 100 from a 2 or 3 digit number Explain why addition and subtraction strategies work, using place value and operations	adds or subtracts tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens. . Mentally add or subtract multiples of 10 and a group of 100 from a 2 or 3 digit number Explain why addition and subtraction strategies work, using place value and operations	ones and ones; and sometimes it is necessary to compose or decompose tens. Mentally add or subtract multiples of 10 and a group of 100 from a 2 or 3 digit number Explain why addition and subtraction strategies work, using place value and operations	adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds. Mentally add or subtract 10 from a 2 or 3 digit number Explain why addition and subtraction strategies work, using place value and operations
3rd	**Student is unable or rarely able to apply skills taught.** Add and subtract within 1000 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction with or without tools. Add and subtract with 1000, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds. Mentally add or subtract 10 from a 2 or 3 digit number Explain why addition and subtraction strategies work, using place value and operations	**Student is sometimes able to apply skills taught.** Add and subtract within 1000 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction with or without tools. Add and subtract with 1000, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds. Mentally add or subtract 10 from a 2 or 3 digit number Explain why addition and subtraction strategies work, using place value and operations	**Student is able to:** Add and subtract within 1000 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction with or without tools. Add and subtract with 1000, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds. Mentally add or subtract multiples of 10 and multiples of 100 from a 2 or 3 digit number Explain why addition and subtraction strategies work, using place value and operations	**Student is consistently and independently able to extend skills:** Add and subtract within 1000 using strategies based on place value, properties of operations, and /or relationship between addition and subtraction with or without tools. Add and subtract with 1000, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds. Mentally add or subtract 10 from a 2 or 3 digit number Explain why addition and subtraction strategies work, using place value and operations

Grade 2 Benchmarks -Mathematics

Measures and estimates length in standard units				
Trimesters	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Not Assessed**	**Not Assessed**	**Not Assessed**	**Not Assessed**
2nd	**Not Assessed**	**Not Assessed**	**Not Assessed**	**Not Assessed**
3rd	**Student is unable or rarely able to apply skills taught.** Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Measures the length of an object twice, using length units of different lengths for the two measurements; describe how the two measures relate to the size of the unit chosen. Estimates lengths using units of inches, feet, centimeters, and meters.	**Student is sometimes able to apply skills taught.** Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Measures the length of an object twice, using length units of different lengths for the two measurements; describe how the two measures relate to the size of the unit chosen. Estimates lengths using units of inches, feet, centimeters, and meters	**Student is able to:** Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Measures the length of an object twice, using length units of different lengths for the two measurements; describe how the two measures relate to the size of the unit chosen. Estimates lengths using units of inches, feet, centimeters, and meters	**Student is consistently and independently able to extend skills.** Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Measures the length of an object twice, using length units of different lengths for the two measurements; describe how the two measures relate to the size of the unit chosen. Estimates lengths using units of inches, feet, centimeters, and meters.

Grade 2 Benchmarks -Mathematics

Relates addition and subtraction to length				
Trimesters	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Student is unable or rarely able to apply skills taught.** Represents numbers from 1 – 20 as lengths on a number line, and whole – number sums and differences within 20 on number line diagrams.	**Student is sometimes able to apply skills taught.** Represents numbers from 1 – 20 as lengths on a number line, and whole – number sums and differences within 20 on number line diagrams.	**Student is able to:** Represents numbers from 1 – 20 as lengths on a number line, and whole – number sums and differences within 20 on number line diagrams.	**Student is consistently and independently able to extend skills.** Represents numbers from 1 – 20 as lengths on a number line, and whole – number sums and differences within 20 on number line diagrams.
2nd	**Student is unable or rarely able to apply skills taught.** Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings. Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,…., and represent whole number sums and differences within 100 on a number line diagram.	**Student is sometimes able to apply skills taught.** Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings. Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,…., and represent whole number sums and differences within 100 on a number line diagram.	**Student is able to:** Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings. Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,…., and represent whole number sums and differences within 100 on a number line diagram.	**Student is consistently and independently able to extend skills.** Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings. Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,…., and represent whole number sums and differences within 100 on a number line diagram.
3rd	**Student is unable or rarely able to apply skills taught.** Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings. Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,…., and represent whole number sums and differences within 100 on a number line diagram.	**Student is sometimes able to apply skills taught.** Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings. Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,…., and represent whole number sums and differences within 100 on a number line diagram.	**Student is able to:** Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings. Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,…., and represent whole number sums and differences within 100 on a number line diagram.	**Student is consistently and independently able to extend skills.** Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings. Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,…., and represent whole number sums and differences within 100 on a number line diagram.

Grade 2 Benchmarks -Mathematics

Works with time and money				
Trimesters	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Student is unable or rarely able to apply skills taught.** Identify coins and values up to $1 Identify coin combinations up to one dollar. Solve word problems involving pennies and dimes.	**Student is sometimes able to apply skills taught.** Identify coins and values up to $1 Identify coin combinations up to one dollar. Solve word problems involving pennies and dimes.	**Student is able to:** Identify coins and values up to $1 Identify coin combinations up to one dollar. Solve word problems involving pennies and dimes.	**Student is consistently and independently able to extend skills:** Identify coins and values up to $1 Identify coin combinations up to one dollar. Solve word problems involving pennies and dimes.
2nd	**Student is unable or rarely able to apply skills taught.** Tell and write time from analog and digital clocks to the nearest half hour Identify coins and values up to one dollar/including bills Identify value of coin combinations to $1. Solve word problems, involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately.	**Student is sometimes able to apply skills taught.** Tell and write time from analog and digital clocks to the nearest half hour Identify coins and values up to one dollar/including bills Identify value of coin combinations to $1. Solve word problems, involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately.	**Student is able to:** Identify coins and values up to one dollar/including bills Identify value of coin combinations to $1. Solve word problems, involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately.	**Student is consistently and independently able to extend skills.** Tell and write time from analog and digital clocks to the nearest half hour Identify coins and values up to one dollar/including bills Identify value of coin combinations to $1. Solve word problems, involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately.

Grade 2 Benchmarks -Mathematics

3rd	**Student is unable or rarely able to apply skills taught.** Tell and write time from analog and digital clocks to the nearest 5 minutes using a.m. and p.m. Solves word problems, involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately. Makes change from $1	**Student is sometimes able to apply skills taught.** Tell and write time from analog and digital clocks to the nearest 5 minutes using a.m. and p.m. Solves word problems, involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately. Makes change from $1	**Student is able to:** Tell and write time from analog and digital clocks to the nearest 5 minutes using a.m. and p.m. Solves word problems, involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately. Makes change from $1	**Student is consistently and independently able to extend skills:** Tell and write time from analog and digital clocks to the nearest 5 minutes using a.m. and p.m. Solves word problems, involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately. Makes change from $1

Grade 2 Benchmarks -Mathematics

Represents and interprets data				
Trimesters	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Not assessed**	**Not assessed**	**Not assessed**	**Not assessed**
2nd	**Student is unable or rarely able to apply skills taught.** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Draw a picture graph to represent a data set with up to four categories and interpret the data.	**Student is sometimes able to apply skills taught.** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Draw a picture graph to represent a data set with up to four categories and interpret the data.	**Student is able to:** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Draw a picture graph to represent a data set with up to four categories and interpret the data.	**Student is consistently and independently able to extend skills.** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Draw a picture graph to represent a data set with up to four categories and interpret the data.
3rd	**Student is unable or rarely able to apply skills taught.** 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. Draw a picture graph and a bar graph 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.	**Student is sometimes able to apply skills taught.** 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. Draw a picture graph and a bar graph 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.	**Student is able to:** 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. Draw a picture graph and a bar graph 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.	**Student is consistently and independently able to extend skills.** 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. Draw a picture graph and a bar graph 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.

Grade 2 Benchmarks -Mathematics

Geometric measurement: Reasons with shapes and their attributes				
Trimesters	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Not assessed**	**Not assessed**	**Not assessed**	**Not assessed**
2nd	**Not assessed**	**Not assessed**	**Not assessed**	**Not assessed**
3rd	**Student is unable or rarely able to apply skills taught.** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number or equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into rows and columns of same size squares and count to find the total number of them. Partition circles and rectangles into 2,3,and 4 equal shares, describe the shares using the words halves, thirds, half of, a third of etc., and describe the whole as two halves, three.	**Student is sometimes able to apply skills taught.** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number or equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into rows and columns of same size squares and count to find the total number of them. Partition circles and rectangles into 2,3,and 4 equal shares, describe the shares using the words halves, thirds, half of, a third of etc., and describe the whole as two halves, three.	**Student is able to:** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number or equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into rows and columns of same size squares and count to find the total number of them. Partition circles and rectangles into 2,3,and 4 equal shares, describe the shares using the words halves, thirds, half of, a third of etc., and describe the whole as two halves, three.	**Student is consistently and independently able to extend skills.** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number or equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into rows and columns of same size squares and count to find the total number of them. Partition circles and rectangles into 2,3,and 4 equal shares, describe the shares using the words halves, thirds, half of, a third of etc., and describe the whole as two halves, three.

Grade 2 Benchmarks -Mathematics

Clearly expresses mathematical thinking in written and oral form.				
Trimesters	**1**	**2**	**3** **Grade Level Standard**	**4**
1st	**Not assessed**	**Not assessed**	**Not assessed**	**Not assessed**
2nd	**Student is unable or rarely able to apply skills taught.** Communicates mathematical thinking precisely and with accurate vocabulary. Communicates logical arguments clearly in oral, written and or graphic form to show why a result makes sense.	**Student is sometimes able to apply skills taught.** Communicates mathematical thinking precisely and with accurate vocabulary. Communicates logical arguments clearly in oral, written and or graphic form to show why a result makes sense.	**Student is able to:** Communicates mathematical thinking precisely and with accurate vocabulary. Communicates logical arguments clearly in oral, written and or graphic form to show why a result makes sense.	**Student is consistently and independently able to extend skills.** Communicates mathematical thinking precisely and with accurate vocabulary. Communicates logical arguments clearly in oral, written and or graphic form to show why a result makes sense.
3rd	**Student is unable or rarely able to apply skills taught.** Communicates mathematical thinking precisely and with accurate vocabulary. Communicates logical arguments clearly in oral, written and or graphic form to show why a result makes sense.	**Student is sometimes able to apply skills taught.** Communicates mathematical thinking precisely and with accurate vocabulary. Communicates logical arguments clearly in oral, written and or graphic form to show why a result makes sense.	**Student is able to:** Communicates mathematical thinking precisely and with accurate vocabulary. Communicates logical arguments clearly in oral, written and or graphic form to show why a result makes sense.	**Student is consistently and independently able to extend skills.** Communicates mathematical thinking precisely and with accurate vocabulary. Communicates logical arguments clearly in oral, written and or graphic form to show why a result makes sense.