

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4	Assessed
Represents and solves addition and subtraction problems. NY-2.OA.1a NY-2.OA.1b	Even with teacher assistance, inconsistently, solves a comparison story problem with the difference unknown AND solves put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.	Sometimes solves a comparison story problem with the difference unknown AND solves put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown, <i>may require some teacher support.</i>	Consistently solves a comparison story problem with the difference unknown AND solves put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.	Consistently and independently uses addition and subtraction to create and/or solve multi-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	T1, T2, T3
Works with equal groups of objects to gain foundations for multiplication. NY-2.OA.3a NY-2.OA.3b NY-2.OA.4	NOT EVALUATED IN THIS TRIMESTER				T3- NA
Understands place value. NY-2.NBT.1 NY-2.NBT.2 NY-2.NBT.3 NY-2.NBT.4	NOT EVALUATED IN THIS TRIMESTER				T2, T3
Uses place value and properties of operations to add and subtract. NY-2.NBT.5 NY-2.NBT.6 NY-2.NBT.7 NY-2.NBT.8 NY-2.NBT.9	NOT EVALUATED IN THIS TRIMESTER				T2, T3
Adds and subtracts	With teacher support,	Sometimes uses	Consistently and	Consistently and	T1, T2,

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fluently within 20 from memory. NY-2.OA.2b	demonstrates limited understanding to use known combinations to add several numbers in any order.	known combinations to add several numbers in any order, <i>may require some teacher support.</i>	independently uses known combinations to add several numbers in any order.	independently shows mastery of the requirements identified for “Secure” AND Fluently adds and subtracts beyond 20 using mental strategies	T3
Measures and estimates lengths using standard units of measurement (in, cm, etc.) NY-2.MD.1 NY-2.MD.2 NY-2.MD.3 NY-2.MD.4	NOT EVALUATED IN THIS TRIMESTER				T3- N/A
Relates addition and subtraction to length. NY-2.MD.5 NY-2.MD.6*****	- With teacher support, demonstrates limited understanding OR does not understand the following: - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. - represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers– 0, 1, 2... and represent whole-number sums and differences on a number line.	- Consistently demonstrates SOME of the following: - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. - represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers– 0, 1, 2... and represent whole-number sums and differences on a number line.	- Independently and consistently demonstrates ALL of the following: - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. - represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2... and represent whole-number sums and differences within 100 on a number line.	- Consistently and independently shows mastery of the requirements identified for “Secure” AND - Use addition and subtraction beyond 100 to solve word problems involving lengths that are given in the same units. - Understand and represent fractions on a number line	T1,T2- N/A

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Tells and writes time to nearest five minute increment using AM and PM. NY-2.MD.7	With teacher support, demonstrates limited understanding OR does not understand the following: tell and write time from an analog and digital clock to the half hour and hour.	With teacher assistance, tells and writes time from an analog and digital clock to the half hour and hour.	Consistently and independently, tells and writes time from an analog and digital clock to the half hour and hour.	Independently and consistently tells and writes time from an analog and digital clock to the nearest five minutes using a.m. and p.m.	T1, T2, T3 *assessed through classroom routine
Counts mixed collection of coins to solve math problems to a sum of up to one dollar. NY-2.MD.8a NY-2.MD.8b	With teacher support demonstrates limited understanding of the following: recognize and identify coins and their values.	Sometimes recognizes and identifies coins and their values, <i>may require some teacher support.</i>	Consistently and independently recognizes and identifies coins and their values	- Consistently and independently shows mastery of the requirements identified for "Secure" AND - Count a mixed collection of coins whose sum is less than or equal to one dollar. - Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels and pennies, using the cent symbol (¢) appropriately.	T1, T2, T3
Represents and interprets data. NY-2.MD.9 NY-2.MD.10	NOT EVALUATED IN THIS TRIMESTER				T2, T3- N/A
Uses, identifies and compares shapes and their attributes. NY-2.G.1 NY-2.G.2 NY-2.G.3	- With teacher support, demonstrates limited understanding of the following: - Identify defining attributes of 2D and 3D shapes (number and shape of faces, number and length of	- Consistently and independently demonstrates MOST of the following, may require some teacher support: - Identify defining attributes of 2D and 3D shapes (number	- Consistently and independently demonstrates ALL of the following: - Identify defining attributes of 2D and 3D shapes (number and shape of faces, number and length	- Independently and consistently demonstrates mastery of everything in the "Secure" column AND - Partition shapes into 2, 3, 4, 6 or 8 parts with equal areas. Express the area of each	T1

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	sides, number of angles and vertices) and draw shapes with those attributes. • Make a rectangle out of same size squares and specify the number of rows and the number of squares in each row. • Recognize that (halves, thirds and fourths) of same whole can look different. • Partition 2D shapes into halves, thirds and fourths and name the regions.	and shape of faces, number and length of sides, number of angles and vertices) and draw shapes with those attributes. ○ Make a rectangle out of same size squares and specify the number of rows and the number of squares in each row. ○ Recognize that (halves, thirds and fourths) of same whole can look different. ○ Partition 2D shapes into halves, thirds and fourths and name the regions.	of sides, number of angles and vertices) and draw shapes with those attributes. ○ Make a rectangle out of same size squares and specify the number of rows and the number of squares in each row. ○ Recognize that (halves, thirds and fourths) of same whole can look different. ○ Partition 2D shapes into halves, thirds and fourths and name the regions.	part as a unit fraction of the whole.	