

Grade 2 Mathematics- Term 3

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, rarely uses addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	- Students can use addition and subtraction within 100 to solve ONE step word problems - With teacher assistance, can solve TWO step word addition and subtraction within 100 word problems	Consistently uses addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	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	- Even with teacher assistance, demonstrates limited understanding or does not understand the following: - determines whether a group of objects (up to 20) has an odd or even number of members. - writes an equation to express an even number as a sum of two equal addends. - uses addition to find the total number of objects arranged by rectangular arrays with up to 5 rows and up to 5 columns. - Write an equation to express the total sum of equal addends.	- Consistently demonstrates SOME of the following, may require some teacher support: - determines whether a group of objects (up to 20) has an odd or even number of members. - writes an equation to express an even number as a sum of two equal addends. - uses addition to find the total number of objects arranged by rectangular arrays with up to 5 rows and up to 5 columns. - Write an equation to express the total sum of equal addends.	- Independently and consistently demonstrates ALL of the following: - determines whether a group of objects (up to 20) has an odd or even number of members. - writes an equation to express an even number as a sum of two equal addends. - uses addition to find the total number of objects arranged by rectangular arrays with up to 5 rows and up to 5 columns. - Write an equation to express the total sum of equal addends.	- Independently and consistently demonstrates mastery of everything in the “secure” column AND: - Writes a multiplication equation based on repeated addition - determine whether a group of objects (up to 100) has an odd or even number of members.	T3
Understands place value. NY-2.NBT.1 NY-2.NBT.2 NY-2.NBT.3	Even with teacher assistance, demonstrates limited understanding or does not understand the following: The digits of a three digit number	- Consistently demonstrates SOME of the following, may require some teacher support: - Understand that the	- Independently and consistently demonstrates ALL of the following: - Understand that the digits of a three digit number represent	- Consistently and independently shows mastery of the requirements identified for “Secure” AND - Work with	T1, T2, T3

NY-2.NBT.4	represent amounts of hundreds, tens and ones 100 can be thought of as a bundle of ten tens - Count within 1000; skip count by 5s, 10s and 100s - Read and write numbers to 1000 using base ten numerals (3 hundreds 2 tens 7 ones = 327), number names (three hundred twenty seven) and expanded form ($300 + 20 + 7$) - Compare two 3-digit numbers based on meanings of the hundreds, tens and ones digits using $> < =$ symbols	digits of a three digit number represent amounts of hundreds, tens and ones - Understand 100 can be thought of as a bundle of ten tens - Count within 1000; skip count by 5s, 10s and 100s - Read and write numbers to 1000 using base ten numerals (3 hundreds 2 tens 7 ones = 327), number names (three hundred twenty seven) and expanded form ($300 + 20 + 7$) - Compare two 3-digit numbers based on meanings of the hundreds, tens and ones digits using $> < =$ symbols	amounts of hundreds, tens and ones - Understand 100 can be thought of as a bundle of ten tens - Count within 1000; skip count by 5s, 10s and 100s - Read and write numbers to 1000 using base ten numerals (3 hundreds 2 tens 7 ones = 327), number names (three hundred twenty seven) and expanded form ($300 + 20 + 7$) - Compare two 3-digit numbers based on meanings of the hundreds, tens and ones digits using $> < =$ symbols	numbers beyond three digit numbers Example: The student can recognize and articulate that there are 706 tens in all of the number 7065 They can also identify that there are 70 hundreds in the same number	
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	- With teacher support, demonstrates limited understanding of the following: - Fluently Add and Subtract within 100 using place value, properties of operations, WITHOUT concrete models - Adds up to four 2-digit numbers - Able to use concrete models or drawings to add and subtract within 1000: - Mentally add 10 or 100 to a given	- Consistently demonstrates SOME of the following, may require some teacher support: - Fluently Add and Subtract within 100 using place value, properties of operations, WITHOUT concrete models - Adds up to four 2-digit numbers - Able to use concrete models or drawings to add and subtract within 1000: - Mentally add 10 or	- Consistently and independently demonstrates ALL of the following: - Fluently Add and Subtract within 100 using place value, properties of operations, WITHOUT concrete models - Adds up to four 2-digit numbers - Able to use concrete models or drawings to add and subtract within 1000: - Mentally add 10 or 100 to a given number 100 - 900, and mentally subtract	- Consistently and independently shows mastery of the requirements identified for "Secure" AND - Fluently adds and subtracts within 1000 using strategies based on place value, and properties of operations	T1, T2, T3

	number 100 - 900, and mentally subtract 10 or 100 from a given number 100 through 900.	100 to a given number 100 - 900, and mentally subtract 10 or 100 from a given number 100 through 900.	10 or 100 from a given number 100 through 900.		
Adds and subtracts fluently within 20 from memory. NY-2.OA.2b	- With teacher support, demonstrates limited understanding of the following: - Fluently add and subtract within 20 using mental strategies - Know from memory all sums within 20 of two 1-digit numbers.	- Consistently and independently demonstrates SOME of the following: - Fluently add and subtract within 20 using mental strategies - Know from memory all sums within 20 of two 1-digit numbers.	- Consistently and independently demonstrates ALL of the following: - Fluently subtract within 20 using mental strategies - Know from memory all sums within 20 of two 1-digit numbers.	- Consistently and independently shows mastery of the requirements identified for "Secure" AND - Fluently adds and subtracts beyond 20 using mental strategies	T1, T2, 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	- With teacher support, demonstrates limited understanding OR does not understand the following: - Measures the length of an object to the nearest whole by selecting and using appropriate tools (i.e. ruler, yardstick, meter stick, and measuring tape) - Measures the length of an object twice, using different length units - Describe how the two measurements relate to the size of the unit chosen. (Ex. cm has more because than are a smaller unit than inches) - Estimate lengths using units of inches, feet, centimeters, and	- Independently and consistently demonstrates SOME of the following: - Measures the length of an object to the nearest whole by selecting and using appropriate tools (i.e. ruler, yardstick, meter stick, and measuring tape) - Measures the length of an object twice, using different length units - Describe how the two measurements relate to the size of the unit chosen. (Ex. cm has more because than are a smaller unit than inches) - Estimate lengths using units of inches, feet,	- Independently and consistently demonstrates ALL of the following: - Measures the length of an object to the nearest whole by selecting and using appropriate tools (i.e. ruler, yardstick, meter stick, and measuring tape) - Measures the length of an object twice, using different length units - Describe how the two measurements relate to the size of the unit chosen. (Ex. cm has more because than are a smaller unit than inches) - Estimate lengths using units of inches, feet, centimeters, and meters. - Measure to determine	- Consistently and independently shows mastery of the requirements identified for "Secure" AND - Measures to the nearest half inch, quarter inch, etc.	T3

	○ meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	○ centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
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	T2
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 nearest 5 minutes, using a.m. and p.m.	● With teacher assistance, tells and writes time from an analog and digital clock to the nearest 5 minutes, using a.m. and p.m.	● Consistently and independently, tells and writes time from an analog and digital clock in five minute increments using am and pm	● Independently and consistently tells and writes time from an analog and digital clock to the nearest minute using a.m. and p.m.	T1, T2, T3
Counts mixed collection	● With teacher support	○ Consistently and	● Consistently and	● Consistently and	T1, T2,

of coins to solve math problems to a sum of up to one dollar. NY-2.MD.8a NY-2.MD.8b	demonstrates limited understanding of the following: ○ 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.	independently demonstrates ONE of the following, may require some teacher support: ○ 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.	independently demonstrates ALL of the following: ○ 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.	independently shows mastery of the requirements identified for “Secure” AND ● Counts a mixed collection of coins (quarters, dimes, nickels, and pennies) and determine the value over a dollar. ● Solves real world and mathematical problems over one dollar involving dollars, quarters, dimes, nickels and pennies, using the dollar sign (\$) and cent symbol (¢) appropriately.	T3
Represents and interprets data. NY-2.MD.9 NY-2.MD.10	● With teacher support, demonstrates limited understanding OR does not understand the following: ○ generates measurement data by measuring lengths of several objects AND is able to present data in a line plot, in whole-number units. ○ Draws a picture graph and a bar graph (with single-unit scale) to represent a data set up to four categories. ○ Solves simple put-together, take-apart, and compare problems using information presented in the picture or bar graph	● Consistently and independently demonstrates SOME of the following, may require some teacher support: ○ generates measurement data by measuring lengths of several objects AND is able to present data in a line plot, in whole-number units. ○ Draws a picture graph and a bar graph (with single-unit scale) to represent a data set up to four categories. ○ Solves simple put-together, take-apart, and compare problems using information presented in the picture or bar	● Consistently and independently demonstrates ALL of the following: ○ generates measurement data by measuring lengths of several objects AND is able to present data in a line plot, in whole-number units. ○ Draws a picture graph and a bar graph (with single-unit scale) to represent a data set up to four categories. ○ Solves simple put-together, take-apart, and compare problems using information presented in the picture or bar graph.	● Independently and consistently demonstrates mastery of everything in the “Secure” column AND: ○ Independently draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. ○ Generate measurement data by measuring lengths using rulers marked with HALVES and FOURTHS of an inch and show in a line plot.	T2, T3

		graph.			
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: ○ classify two-dimensional shape as polygons and non-polygons. ○ 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 two, three or four equal shares. ○ Describe the whole as two halves, three thirds, four fourths ○ Recognize that equal shares of identical wholes need not have the same shape.	● Consistently and independently demonstrates SOME of the following, may require some teacher support: ○ classify two-dimensional shape as polygons and non-polygons. ○ 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 two, three or four equal shares. ○ Describe the whole as two halves, three thirds, four fourths ○ Recognize that equal shares of identical wholes need not have the same shape.	● Consistently and independently demonstrates ALL of the following: ○ classify two-dimensional shape as polygons and non-polygons. ○ 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 two, three or four equal shares. ○ Describe the whole as two halves, three thirds, four fourths ○ Recognize that equal shares of identical wholes need not have the same shape.	● 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 part as a unit fraction of the whole.	T1