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| **Standard-1-Algebraic Reasoning: Patterns and Relationships-The student will use a variety of problem-solving approaches to model, describe and extend patterns.-** **Describe, extend, and create patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).** | | |
| **Topic: Algebraic Reasoning 1.1** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use a variety of problem-solving approaches to model, describe and extend patterns.-** **Analyze patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use a variety of problem-solving approaches to model, describe and extend patterns.-** **Describe, extend, and create patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use a variety of problem-solving approaches to model, describe and extend patterns.-** **identify patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Describe, extend, and create patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).**  . |  |
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| **Standard-1-Algebraic Reasoning: Patterns and Relationships-The student will use a variety of problem-solving approaches to model, describe and extend patterns.-** **Recognize and apply the associative property of addition (e.g., 3 + (2 +1) = (3 + 2) + 1).** | | |
| **Topic: Algebraic Reasoning 1.4** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use a variety of problem-solving approaches to model, describe and extend patterns.-** **Create problems using the associative property of addition (e.g., 3 + (2 +1) = (3 + 2) + 1).**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use a variety of problem-solving approaches to model, describe and extend patterns.-** **Define the associative property of addition (e.g., 3 + (2 +1) = (3 + 2) + 1).**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Recognize and apply the associative property of addition (e.g., 3 + (2 +1) = (3 + 2) + 1).** |  |
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| **Standard-2-Number Sense and Operations-The students will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).** | | |
| **Topic: Number Sense 2.1a** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Use concrete models of thousands, hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The students will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The students will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Use concrete models of tens and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).** |  |

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| **Standard-2-Number Sense and operation-The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Write a number sentence to compare numbers less than 1,000 (e.g., 425 > 276, 73 < 107, page 351 comes after 350, 753 is between 700 and 800).** | | |
| **Topic: Number Sense 2.1c** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Create a number sentence to compare numbers less than 1,000 (e.g., 425 > 276, 73 < 107, page 351 comes after 350, 753 is between 700 and 800), no numbers given.** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Write a number sentence to compare numbers less than 1,000 (e.g., 425 > 276, 73 < 107, page 351 comes after 350, 753 is between 700 and 800), when given a set of numbers.**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Write a number sentence to compare numbers less than 100 (e.g., 25 > 16, 73 < 97, page 51 comes after 50, 53 is between 50 and 60).**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Write a number sentence to compare numbers less than 1,000 (e.g., 425 > 276, 73 < 107, page 351 comes after 350, 753 is between 700 and 800), when given a set of numbers.** |  |

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| **Standard-2-Number Sense and Operations-The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).** | | |
| **Topic: Number Sense 2.1d** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including uncommon fractions (fifths, thirds, etc.)** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Sense-** **Identify fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).** |  |

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| **Standard-2-Number Sense and Operations-The students will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Operations-** **Use strategies to estimation and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)** | | |
| **Topic: Number Operations 2.2b** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **Use strategies to estimation and prove sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **Use strategies to estimation and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **Use strategies to estimation and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Use strategies to estimation and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)** |  |

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| **Standard-2-Number Sense and Operations-The students will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Operations-** **Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.** | | |
| **Topic: Number Operations 2.2c** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Operations-** **Prove two-digit addition and subtraction problems with and without regrouping using a variety of techniques.** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The students will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Operations-** **Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The students will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Operations-** **Solve two-digit addition and subtraction problems without regrouping using a variety of techniques.**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.** |  |
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| **Standard-2-Number Sense and Operations-The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Operations-** **Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.** | | |
| **Topic: Number Operations 2.2d** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Operations-** **Use concrete models to solve problems with multiplication as repeated addition and division as successive subtraction.** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Operations-** **Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100-Number Operations-** **Use concrete models to identify multiplication as repeated addition and division as successive subtraction.**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.** |  |

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| **Standard-3-Geometry-The student will use geometric properties and relationships to recognize and describe shapes-Geometry-** **Identify symmetric and congruent shapes and figures.** | | |
| **Topic: Geometry 3.1** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use geometric properties and relationships to recognize and describe shapes-Geometry-** **Create symmetric and congruent shapes and figures.** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use geometric properties and relationships to recognize and describe shapes-Geometry-** **Identify symmetric and congruent shapes and figures.**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use geometric properties and relationships to recognize and describe shapes-Geometry-** **Identify symmetric or congruent shapes and figures.**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Identify symmetric and congruent shapes and figures.** |  |

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| **Standard-3-Geometry-The student will use geometric properties and relationships to recognize and describe shapes-Geometry-Investigate and predict the results of putting together and taking apart two-dimensional shapes.** | | |
| **Topic: Geometry 3.2** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use geometric properties and relationships to recognize and describe shapes-Geometry-Investigate and prove the results of putting together and taking apart two-dimensional shapes.** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use geometric properties and relationships to recognize and describe shapes-Geometry-Investigate and predict the results of putting together and taking apart two-dimensional shapes.**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use geometric properties and relationships to recognize and describe shapes-Geometry-Identify the characteristics of two-dimensional shapes.**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Investigate and predict the results of putting together and taking apart two-dimensional shapes.** |  |

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| **Standard-4-Measurement-The student will use appropriate units of measure in a variety of situations-Linear Measurement-** **Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).** | | |
| **Topic: Linear Measurement 4.1a** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use appropriate units of measure in a variety of situations-Linear Measurement-** **Apply concepts to solve problems that require measuring objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use appropriate units of measure in a variety of situations-Linear Measurement-** **Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use appropriate units of measure in a variety of situations-Linear Measurement-** **Measure objects using non-standard units**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).** |  |
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| **Standard-4- Measurement-The student will use appropriate units of measure in a variety of situations-Measurement-** **Select and use appropriate units of measurement in problem solving and everyday situations.** | | |
| **Topic: Linear Measurement 4.1b** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use appropriate units of measure in a variety of situations-Measurement-** **Select and use appropriate units of measurement in problem solving and everyday situations, student created situations.** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use appropriate units of measure in a variety of situations-Measurement-** **Select and use appropriate units of measurement in problem solving and everyday situations.**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use appropriate units of measure in a variety of situations-Measurement-** **Identify and define units of measurement**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **-** **Select and use appropriate units of measurement in problem solving and everyday situations.** |  |
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| **Standard-4-Measurement-The student will use appropriate units of measure in a variety of situations-Time-** **Tell time on digital and analog clocks on the quarter-hour.** | | |
| **Topic: Time 4.2a** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use appropriate units of measure in a variety of situations-Time-** **Tell time on digital and analog clocks on the 5 minute** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use appropriate units of measure in a variety of situations-Time-** **Tell time on digital and analog clocks on the quarter-hour.**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use appropriate units of measure in a variety of situations-Time-** **Tell time on digital and analog clocks to the hour and half-hour**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Tell time on digital and analog clocks on the quarter-hour.** |  |

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| **Standard-4- Measurement-The student will use appropriate units of measure in a variety of situations-Time-** **Solve problems involving number of days in a week, month, or year and problems involving weeks in a month and year.** | | |
| **Topic: Time 4.2b** | | |
| **Grade:2** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The student will use appropriate units of measure in a variety of situations-Time-** **Analyze problems involving number of days in a week, month, or year and problems involving weeks in a month and year.** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  **The student will use appropriate units of measure in a variety of situations-Time-** **Solve problems involving number of days in a week, month, or year and problems involving weeks in a month and year.**  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student will use appropriate units of measure in a variety of situations-Time-** **Identify days in a week, month, or year**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  **Solve problems involving number of days in a week, month, or year and problems involving weeks in a month and year.** |  |
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