NUMBER AND QUANTITY			
Place Value			
Grade 2			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • read and write numbers within 1,000 using base-ten numerals, number names, and expanded form (2.NBT.3) • compare two three-digit numbers based on the meanings of the hundreds, tens, and ones digits using <, >, and = (2.NBT.4)		**Sample Activities:** * This activity can be done during opening activities, or as a math warm-up. Students write numbers selected by the teacher depending on the academic ability of the students (e.g., 200 – 300). ***Expanded Form Activity**: Materials for each student: - set of cards with thousands, hundreds, tens, and ones on them. Procedure: The teacher writes and says a four-digit number. The students put the corresponding cards on the top of their desk (e.g., teacher says and writes 6,494. The students show the cards 6000, 400, 90, 4). *** Greater Than, Less Than, Equal To?** Materials for each student: -3 index cards -white boards, markers, erasers for each student Procedures: Students will write the symbols <, >, and = on the index cards. The teacher says and writes two numbers on the board. The students write these two numbers on their whiteboards putting the correct symbol between the two numbers.

	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • base-ten numeral, compare, count, decompose, digit, expanded form, hundreds, number, number name, ones, skip count, tens **The student will perform basic processes, such as:** • recognize symbols, such as <, >, and = • decompose the three digits of a three-digit number into hundreds, tens, and ones (2.NBT.1) • count within 1,000 (2.NBT.2) • skip count by 5s, 10s, and 100s (2.NBT.2)		**Sample Activities:** *** Greater Than, Less Than, Equal To?** Materials for each student: -3 index cards -white boards, markers, erasers for each student Procedures: Students will write the symbols <, >, and = on the front of the card and write less than, greater than and equal to on the back with an example of each (e.g., front of card: <; back of the card: less than 45 < 78 Students write their own example) ***Expanded Form Activity**: Materials for each student: - set of cards with hundreds, tens, and ones on them. Procedure: The teacher writes and says a four-digit number. The students put the corresponding cards on the top of their desk (e.g., teacher says and writes 494. The students show the cards 400, 90, 4). * This activity can be done during opening activities or as a math warm-up. Students count by 5s, 10s and/or 100s up to 1,000.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

OPERATIONS AND ALGEBRA			
Addition and Subtraction			
Grade 2			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	

Score 3.0	**The student will:** • use addition and subtraction within 100 to solve one- or two-step word problems (e.g., problems involving lengths that are given in the same units) (2.OA.1; 2.MD.5) • add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (2.NBT.7) • mentally add or subtract 10 or 100 to or from a given number between 100 and 900 (2.NBT.8) • explain why addition and subtraction strategies work, using place value and the properties of operations (2.NBT.9)		**Sample Activities:** ***Word Problem & Relationship Between Addition and Subtraction Activity:** Materials: -word problems -highlighters for every student -white boards, markers, erasers for every student Procedures: Students are given different word problems. They highlight the information needed to solve the problem. They solve the problem on their white boards. Each partner explains the strategy used to solve the problem. Their partner checks the answer by either adding or subtracting. Repeat with students taking another word problem. This could be a center activity. ***Add/Subtract within 1,000 Activity:** Materials for every student: - base ten blocks (ones, tens hundreds, thousands) - place value mat (ones, tens hundreds, thousands) Procedures: The teacher writes an addition or subtraction problem on the board. The students solve it using the base ten blocks and the place value mats. ***Mentally Add/Subtract 10 or 100:** This activity can be done during opening or as a math warm-up. The teacher tells students to add either 10 or 100 to a number between 100 and 900. Repeat several times.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

<table>
<tr><td>Score 2.0</td><td colspan="2">The student will recognize or recall specific vocabulary, such as:
• add, addition, concrete, diagram, difference, digit, length, mental, model, number, number line, operation, place value, property, relationship, represent, strategy, subtract, subtraction, sum, unit, whole number, word problem
The student will perform basic processes, such as:
• fluently add and subtract within 20 using mental strategies (2.OA.2)
• know from memory all sums of two one-digit numbers (2.OA.2)
• represent whole-number sums and differences within 100 on a number line diagram (2.MD.6)
• fluently add and subtract within 100 (2.NBT.5)
• add up to four two-digit numbers using strategies based on place value and properties of operations (2.NBT.6)</td><td>Sample Activities:
<u>*Fluently Add/Subtract within 20 and 100:</u>
<u>Materials for every student:</u>
-white boards, markers, erasers
<u>Procedures:</u>
This activity can be done during opening activities or as a math warm-up. The teacher tells students to add or subtract 2 numbers. The students write their answer on their white board. The teacher has students share the strategies used to solve the problem.
<u>*Sums/Differences Using a Number Line:</u>
<u>Materials:</u>
-number line 0 – 100
<u>Procedures:</u>
This activity can be done during opening activities or as a math warm-up. The teacher writes an addition or subtraction problem with sums/differences between 0 – 100. A student will show how to solve the problem using the number line. Repeat so several students will have a chance to participate.</td></tr>
<tr><td></td><td>Score 1.5</td><td>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</td><td></td></tr>
<tr><td>Score 1.0</td><td colspan="2">With help, partial success at score 2.0 content and score 3.0 content</td><td></td></tr>
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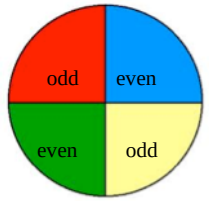
<tr><td>Score 0.0</td><td colspan="2">Even with help, no success</td><td></td></tr>
</table>

OPERATIONS AND ALGEBRA			
Multiplication and Division			
Grade 2			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends (2.OA.4)		**Sample Activity:** ***Multiplication Strategies** Materials: -white boards, markers, erasers The teacher displays an array (e.g., 4 rows of 3). Using white boards, the students write a repeated addition equation to match the array (e.g., 4 + 4 + 4 = 12).
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

<table>
<tr><td>Score 2.0</td><td colspan="2">The student will recognize or recall specific vocabulary, such as:
• addend, addition, column, equal, equation, even, member, number, odd, rectangular array, row, sum, total
The student will perform basic processes, such as:
• recognize symbols, such as +, −, and =
• determine whether a group of objects (up to 20) has an odd or even number of members; if the total is even, write an equation to express the total as a sum of two equal addends (2.OA.3)</td><td>Sample Activity:

<u>*Odd/Even Grab</u>
<u>Materials for each pair</u>:
-200 snap cubes
-1 bag
-whiteboard, marker, and eraser
-odd/even spinner
-paper clip and pencil for spinner

<u>Procedure:</u>
Students work in pairs. Each student grabs a handful of snap cubes from the bag. They count their snap cubes and write the number on the whiteboard.
Student 1 spins the spinner and if the spinner points to odd, the person with the odd number of cubes get to take all of them. If they both have odd number of cubes, they each keep their own cubes. Repeat at least six times.
The student with the highest number of cubes at the end of the game is the winner.</td></tr>
<tr><td></td><td>Score 1.5</td><td>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</td><td></td></tr>
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</table>

GEOMETRY			
Shapes			
Grade 2			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • draw shapes that have specific attributes, such as a number of equal faces or number of equal angles (2.G.1)		**Sample Activities:** ***"I am Thinking of….."** Materials for every student: -white boards, markers, erasers Procedures: The teacher describes a known object or shape by its attributes. The students draw that shape or object on their white boards. The teacher selects a student to give the answer. This student is the next one to give the clues. ***Center Activity:** Materials for every student: -cards with the shape attributes -cards with shapes or known objects on them Procedures: The students place the cards with the attributes of the shapes in a row. They put the shapes or objects under the correct card.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • angle, attribute, cube, equal, face, hexagon, number, pentagon, quadrilateral, shape, triangle **The student will perform basic processes, such as:** • identify triangles, quadrilaterals, pentagons, hexagons, and cubes (2.G.1)		**Sample Activities:** ***"I am Thinking of….."** The teacher describes a known object or shape by its attributes. The teacher selects a student to give the answer. The student with the correct answer is the next one to give the clues. ***Center Activity:** Materials for each student: -cards with the names of the shapes written on them, one per card -cards with shapes or known objects on them Procedures: The students place the cards with the names of the shapes in a row. They put the shapes or objects under the correct card.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

GEOMETRY			
Compose and Decompose Shapes			
Grade 2			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	

Score 3.0	**The student will:** • describe the shares of a partitioned circle or rectangle using the words *halves*, *thirds*, *half of*, and *a third of*, and so on (2.G.3) • describe the whole as two halves, three thirds, four fourths (2.G.3) • determine that equal shares of identical wholes need not have the same shape (2.G.3)	**Sample Activity:** ***Halves, Thirds, Quarters:** Materials for every student: -3 paper circles, 5 paper squares and 6 paper rectangles Procedures: -Students take one of each shape and write the word whole on it. -Students take one of each shape and fold it in half. Have the students write half on both sides of the fold. Have students describe their shape as having two halves and each section is one half. -Students take 1 circle, 2 squares and 2 rectangles and fold them in half and then in half again. Have the students fold the 2 squares and rectangles in two different ways to show they can be divided differently. Have the students write fourth on each section. Have students describe their shape as having four fourths and each section is one fourth. -Students take the square and 2 rectangles and fold them in thirds. Have the students fold the rectangle in two different ways to show it can be divided differently. Have the students write thirds in each section. Have students describe their shape as having three thirds and each section is one third. ***Fourths, Thirds, Halves** Materials for every student: -A graham cracker that is has 4 sections Procedures: Give each student a graham cracker and have them describe the sections (four fourths). Have the student break off one section and describe that section (one fourth of the cracker). The students then eat this section. Continue doing the same with thirds, and halves.

	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • circle, column, count, equal, fourth, half, identical, number, partition, rectangle, row, shape, share, size, square, third, total, whole **The student will perform basic processes, such as:** • partition a rectangle into rows and columns of the same size squares and count to find the total number (2.G.2) • partition circles and rectangles into two, three, or four equal shares (2.G.3)		**Sample Activities:** ***Halves, Thirds, Quarters:** Materials for every student: -3 paper circles and 6 paper rectangles Procedures: -Students take one of each shape and fold it in half. Have the students write half on both sides of the fold. -Students take 1 circle and 2 rectangles and fold them in half and then in half again. Have the students fold the 2 rectangles in two different ways to show they can be divided differently. Have the students write fourth on each section. -Students take the 2 rectangles and fold them in thirds in two different ways to show it can be divided differently. Have the students write thirds in each section.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

MEASUREMENT, DATA, STATISTICS, AND PROBABILITY			
Measurement			
Grade 2			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • estimate length using units of feet, inches, centimeters, and meters (2.MD.3) • measure to determine how much longer one object is than another, expressing the difference in standard units (2.MD.4)		**Sample Activities:** **<u>*Estimation Center Activity</u>** <u>Materials:</u> - objects to measure - paper and pencil for students <u>Procedures:</u> The teacher displays an object. Each student estimates the length of the object, records the estimation on a piece of paper, being sure to add their name, and places it in a jar, envelope, or folder. At the end of the week, the estimations are compared and the class measures the length of the object. It is best if this activity is repeated several times for each unit of length. **<u>*Which One is Longer?</u>** <u>Materials:</u> -objects from students' desks (e.g., pencil, crayon, eraser, scissors, glue bottle, book, etc.) -paper and pencil <u>Procedures:</u> Students measure two objects and write a comparison (e.g., A pencil is 3 inches shorter than an eraser.). Continue doing this comparing several objects.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

<table>
<tr><td>Score 2.0</td><td colspan="2">The student will recognize or recall specific vocabulary, such as:
• centimeter, compare, estimate, express, foot, inch, length, measuring tape, meter, ruler, tool, unit, yardstick
The student will perform basic processes, such as:
• measure length by selecting and using standard tools (e.g., rulers, yardstick, measuring tapes) (2.MD.1)
• compare two measurements of the same object made using different units (2.MD.2)</td><td>Sample Activities:
<u>*Which Tool is Best?</u>
<u>Materials</u>:
-magazines, catalogs, etc.
-paper, scissors, markers, or pencils

<u>Procedure</u>:
The student folds the paper in half and writes ruler on the top half and yardstick on the bottom half. The student finds six pictures of items, three of which would be measured by a ruler and three that can be measured by a yardstick. The student glues the pictures of the items on the corresponding sides of the paper. This same activity can be done comparing yardstick and measuring tape or ruler and measuring tape. This activity can be done in a math center.

<u>*Inches and Centimeters</u>
<u>Materials</u>:
-inches and centimeter ruler
-objects to measure (e.g., book, pencil, etc.)
-paper and pencils

<u>Procedure</u>:
Taking one of the objects, the students measures it using both the inches ruler and centimeter ruler. They record their findings (e.g., The marker is about 5 inches long and 13 centimeters long.). This activity can be done in a math center.</td></tr>
<tr><td></td><td>Score 1.5</td><td>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</td><td></td></tr>
<tr><td>Score 1.0</td><td colspan="2">With help, partial success at score 2.0 content and score 3.0 content</td><td></td></tr>
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</table>

MEASUREMENT, DATA, STATISTICS, AND PROBABILITY			
Represent and Interpret Data			
Grade 2			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	

<table>
<tr>
<td>Score 3.0</td>
<td colspan="2">The student will:
• make a line plot in whole number units to display data (2.MD.9)
• solve simple put-together and take-apart problems and compare problems using information presented in a bar graph (2.MD.10)</td>
<td>Sample Activities:

<u>*Heights of Students</u>
<u>Materials:</u>
-four students of varying heights
-yard stick
-graph paper
-pencils
-rulers

<u>Procedure</u>:
The teacher measures selected students and records heights to the nearest inch on the board. Students show this data by creating a line plot on the graph paper including a title, labels for categories, and quantity.

<u>*Bar Graph Activity</u>
<u>Materials:</u>
-bar graph showing the students’ favorite fruit (see below)

<u>Procedure</u>:
Students will solve teacher generated questions regarding the Favorite Fruit data.
Sample questions:
1. Which fruit is the most favorite?
2. Which fruit is the least favorite?
3. How many more students liked apples compared to strawberries?
4. How many students like both bananas and strawberries?</td>
</tr>
<tr>
<td></td>
<td>Score 2.5</td>
<td>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</td>
<td></td>
</tr>
</table>

<table>
<tr><td>Score 2.0</td><td colspan="2">The student will recognize or recall specific vocabulary, such as:
• bar graph, category, compare, data, line plot, picture graph, put-together problem, scale, take-apart problem, unit, whole number
The student will perform basic processes, such as:
• draw a picture graph and a bar graph with a single unit scale and up to four categories (2.MD.10)
• recognize or recall information contained in a bar graph</td><td>Sample Activities:

<u>*Favorite Fruit Data</u>
<u>Materials</u> :
-pictures or words of the fruit: orange, apple, banana, strawberry
-graph paper for each student
-crayons and a pencil for ever student
-a sticky note for every student

<u>Procedure</u>:
On the board, the teacher writes names or displays pictures of four different kinds of fruit. Each student writes the name of their favorite fruit on the sticky note and puts it under their favorite fruit. One student writes the total for every column. Students show this data by creating a picture graph and then a bar graph on the graph paper including a title, labels for categories and quantity. Discuss the information shown on these graphs.</td></tr>
<tr><td></td><td>Score 1.5</td><td>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</td><td></td></tr>
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MEASUREMENT, DATA, STATISTICS, AND PROBABILITY			
Time			
Grade 2			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • tell and write time from analog clocks to the nearest five minutes (2.MD.7)		**Sample Activity:** ***<u>What Time is It?</u>** <u>Materials:</u> -analog clock in the classroom <u>Procedures:</u> Periodically during the day, have the students tell and/or write the time also indicating what they are doing at that particular time of the school day. **<u>Beat the Timer Center Activity:</u>** <u>Materials:</u> -cards with different times to the five minutes -cards with analog clocks showing different times to the five minutes -egg timer <u>Procedures</u>: Students match the times with the correct clock, trying to beat the egg timer
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • analog, clock, digital, minute, nearest, time **The student will perform basic processes, such as:** • tell and write time from digital clocks to the nearest five minutes (2.MD.7)		**Sample Activities:** ***What Time is It?** Materials: -digital clock in the classroom Procedures: Periodically during the day, have the students tell and/or write the time also indicating what they are doing at that particular time of the school day. **Beat the Timer Center Activity:** Materials: -cards with different times to the five minutes -cards with digital clocks showing different times to the five minutes -egg timer Procedures: Students match the times with the correct clock, trying to beat the egg timer.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

MEASUREMENT, DATA, STATISTICS, AND PROBABILITY			
Money			
Grade 2			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using symbols appropriately (2.MD.8)		**Sample Activity:** **<u>Shopping:</u>** <u>Materials for every pair of students:</u> -word problems involving buying things -coins and dollar bills -white boards, markers, erasers <u>Procedures</u>: Students work with a partner. One partner is the buyer and the other partner is the seller. The buyer draws a card, reads the problem and solves it on the white board, using the money if needed to solve the problem. The seller checks the answer to be sure it is correct. The partners switch roles and play again. They continue playing, taking turns as the buyer and the seller.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	

Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • dime, dollar bill, nickel, penny, quarter, symbol, value, word problem **The student will perform basic processes, such as:** • recognize symbols, such as $, ., ¢ • recognize or recall the values of dollar bills, quarters, dimes, nickels, and pennies		**Sample Activities:** **<u>Money Center Activity:</u>** <u>Materials:</u> -cards with dollar sign, cent sign, and the names of the money (e.g., dollar bill, quarter, dime, nickel, penny), including cards with more than one quarter, dime, nickel and penny -cards with the answers for the above cards (e.g., $, ¢, one hundred cents, 25 cents, 10 cents, 5 cents, 1 cent, etc.) -egg timer <u>Procedures</u>: Students match the names of the money and signs with the correct match, trying to beat the egg timer.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		