

Mathematics Report Card Companion Grade 2

Operations and Algebraic Thinking Numbers and Operations in Base 10 Measurement Data Literacy Geometry

Operations and Algebraic Thinking

Domain: Operations and Algebraic Thinking

Standard: 2.OA.A.1

Represent and solve problems involving addition and subtraction

3			
1	2	3	4
Does not meet grade	Partially meeting grade	Meeting grade level	Exceeding grade level
level expectations of	level expectations of	expectations of learning	expectations of learning
learning standards	learning standards	standards	standards
Student does not yet	Student attempts to:	Student:	Student consistently and
attempt to:	- Use addition and	- Uses addition and	independently:
- Use addition and	subtraction within	subtraction within	- Uses addition and
subtraction within	100 to solve one-	100 to solve one-	subtraction within
100 to solve one-	and two-step word	and two-step word	100 to solve one-
and two-step word	problems involving	problems involving	and two-step word
problems involving	situations of	situations of	problems involving
situations of	adding to, taking	adding to, taking	situations of
adding to, taking	from, putting	from, putting	adding to, taking
from, putting	together, taking	together, taking	from, putting
together, taking	apart, and	apart, and	together, taking
apart, and	comparing, with	comparing, with	apart, and
comparing, with	unknowns in all	unknowns in all	comparing, with
unknowns in all	positions, e.g., by	positions, e.g., by	unknowns in all
positions, e.g., by	using drawings and	using drawings and	positions, e.g., by
using drawings and	equations with a	equations with a	using drawings and
equations with a	symbol for the	symbol for the	equations with a

symbol for the unknown number to represent the problem.	unknown number to represent the problem.	unknown number to represent the problem.	symbol for the unknown number to represent the problem.
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Domain: Operations and Algebraic Thinking			
Standard: 2.OA.B.2 Add and subtract within 20			
1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Add and subtract within 20 using mental strategies with accuracy and efficiency.	Student attempts to: - Add and subtract within 20 using mental strategies with accuracy and efficiency.	Student: - Adds and subtracts within 20 using mental strategies with accuracy and efficiency.	Student consistently and independently: - Adds and subtracts within 20 using mental strategies with accuracy and efficiency.

Standard: 2.OA.C.3 Work with equal groups of objects to gain foundations for multiplication

1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; - Write an equation to express an even number as a sum of two equal addends.	 Student attempts to: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; Write an equation to express an even number as a sum of two equal addends. 	 Student: Determines whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; Writes an equation to express an even number as a sum of two equal addends. 	Student consistently and independently: - Determines whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; - Writes an equation to express an even number as a sum of two equal addends.

Domain: Operations and Algebraic Thinking Standard: 2.OA.C.4 Work with equal groups of objects to gain foundations for multiplication			
1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
 Student does not yet attempt to: 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 attempts to: 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: Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; Writes an equation to express the total as a sum of equal addends. 	Student consistently and independently: - Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; - Writes an equation to express the total as a sum of equal addends.

Numbers and Operations in Base 10

Domain: Number and Operations in Base Ten

Standard: 2.NBT.A.1 Understand place value

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706	Student attempts to: - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones	Student: - Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones	Student consistently and independently: - Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706
0 tens, and 6 ones.	o rens, and o ones.	o rens, and o ones.	0 tens, and 6 ones.

Domain: Number and Operations in Base Ten				
Standard: 2.NBT.A.2 & 2 Understand place value	Standard: 2.NBT.A.2 & 2.NBT.A.3 Understand place value			
1	2	3	4	
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards	
Student does not yet attempt to: - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. - Count within 1000; skip-count by 5s, 10s, and 100s.	 Student attempts to: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Count within 1000; skip-count by 5s, 10s, and 100s. 	 Student: Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form. Counts within 1000; skip-count by 5s, 10s, and 100s. 	Student consistently and independently: - Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form. - Counts within 1000; skip-count by 5s, 10s, and 100s.	

Domain: Number and Operations in Base Ten			
Standard: 2.NBT.A.4 Understand place value)		
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Compare two three-digit numbers using greater than, equal to and less than symbols.	Student attempts to: - Compare two three-digit numbers using greater than, equal to and less than symbols.	Student: - Compares two three-digit numbers using greater than, equal to and less than symbols.	Student consistently and independently: - Compares two three-digit numbers using greater than, equal to and less than symbols.

Domain: Number and Operations in Base Ten				
Standard: 2.NBT.B.5 Use place value understanding and properties of operations to add and subtract				
1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards	
Student does not yet attempt to: - Add and subtract with accuracy and efficiency within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Student attempts to: - Add and subtract with accuracy and efficiency within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Student: - Adds and subtracts with accuracy and efficiency within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Student consistently and independently: - Adds and subtracts with accuracy and efficiency within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	

Domain: Number and Operations in Base Ten					
Standard: 2.NBT.B.6 Use place value unders	tanding and properties	of operations to add and	d subtract		
1	1 2 3 4				
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards		
Student does not yet attempt to: - Add up to four two- digit numbers using strategies based on place value and properties of operations.	Student attempts to: - Add up to four two- digit numbers using strategies based on place value and properties of operations.	Student: - Adds up to four two-digit numbers using strategies based on place value and properties of operations.	Student consistently and independently: - Adds up to four two-digit numbers using strategies based on place value and properties of operations.		

Domain: Number and Operations in Base Ten				
Standard: 2.NBT.B.7	Standard: 2.NBT.B.7			
Use place value unders	Use place value understanding and properties of operations to add and subtract			
1	2	3	4	
Does not meet grade	Partially meeting grade	Meeting grade level	Exceeding grade level	
level expectations of	level expectations of	expectations of learning	expectations of learning	
learning standards	learning standards	standards	standards	
Student does not yet attempt to: - Add and subtract within 1000, using concrete models or drawings 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	 Student attempts to: Add and subtract within 1000, using concrete models or drawings 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: Adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; Relates the strategy to a written method. Understands that in adding or 	Student consistently and independently: - Adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; - Relates the strategy to a written method. - Understands that in	

 adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; And sometimes it is necessary to compose or decompose tens or hundreds. 	subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; - And sometimes it is necessary to compose or decompose tens or hundreds.	 subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; And sometimes it is necessary to compose or decompose tens or hundreds. 	 adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; And sometimes it is necessary to compose or decompose tens or hundreds.
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Domain: Number and Operations in Base Ten				
Standard: 2.NBT.B.8 Use place value unders	tanding and properties	of operations to add and	d subtract	
1	2	3	4	
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards	
Student does not yet attempt to: - Mentally add 10 or 100 to a given number 100–900. - Mentally subtract 10 or 100 from a given number 100– 900.	 Student attempts to: Mentally add 10 or 100 to a given number 100-900. Mentally subtract 10 or 100 from a given number 100- 900. 	 Student: Mentally adds 10 or 100 to a given number 100-900. Mentally subtracts 10 or 100 from a given number 100- 900. 	Student consistently and independently: - Mentally adds 10 or 100 to a given number 100-900. - Mentally subtracts 10 or 100 from a given number 100- 900.	

Domain: Measurement

Standard: 2.M.A.1 Measure and estimate lengths in standard units

1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Student attempts to: - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Student: - Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Student consistently and independently: - Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Domain: Measurement				
Standard: 2.MD.A.3 Measure and estimate lengths in standard units				
1	2	3	4	
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards	
Student does not yet attempt to: - Estimate lengths using units of inches, feet, centimeters, and meters.	Student attempts to: - Estimate lengths using units of inches, feet, centimeters, and meters.	Student: - Estimates lengths using units of inches, feet, centimeters, and meters.	Student consistently and independently: - Estimates lengths using units of inches, feet, centimeters, and meters.	

Domain: Measurement				
Standard: 2.M.A.4 Measure and estimate	lengths in standard unit	S		
1	2	3	4	
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards	
Student does not yet attempt to: - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Student attempts to: - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Student: - Measures to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Student consistently and independently: - Measures to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	

Domain: Measurement

Standard: 2.M.B.5 Relate addition and subtraction to length

1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Student attempts to: - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Student: - Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Student consistently and independently: - Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Domain: Measurement Standard: 2.M.C.7 Work with time and money 2 3 4 Partially meeting grade Meeting grade level Exceeding grade level Does not meet grade level expectations of level expectations of expectations of learning expectations of learning learning standards learning standards standards standards Student consistently and Student does not yet Student attempts to: Student: - Tell and write time - Tells and writes independently: attempt to: - Tell and write time from analog and - Tells and writes time from analog from analog and digital clocks to the and digital clocks time from analog digital clocks to the nearest five to the nearest five and digital clocks nearest five minutes, using a.m. minutes, using a.m. to the nearest five minutes, using a.m. minutes, using a.m. and p.m. and p.m. and p.m. and p.m.

Domain: Measurement

Standard: 2.M.C.8 Work with time and money

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1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. - Example: If you have 2 dimes and 3 pennies, how many cents do you have?	 Student attempts to: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and \$ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? 	 Student: Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? 	Student consistently and independently: - Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. - Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Data Literacy

Domain: Data Literacy			
Standard: 2.DL.A.1 Understand concepts o	f data		
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Understand that people collect data to answer questions. - Understand that data can vary.	 Student attempts to: Understand that people collect data to answer questions. Understand that data can vary. 	 Student: Understands that people collect data to answer questions. Understands that data can vary. 	Student consistently and independently: - Understands that people collect data to answer questions. - Understands that data can vary.

Domain: Data Literacy

Standard: 2.DL.B.3 Represent and interpret data

1	2	3	4
Does not meet grade	Partially meeting grade	Meeting grade level	Exceeding grade level
level expectations of	level expectations of	expectations of learning	expectations of learning
learning standards	learning standards	standards	standards
Student does not yet	Student attempts 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	Student:	Student consistently and
attempt to:		- Generates	independently:
- Generate		measurement data	- Generates
measurement data		by measuring	measurement data
by measuring		lengths of several	by measuring
lengths of several		objects to the	lengths of several
objects to the		nearest whole unit,	objects to the
nearest whole unit,		or by making	nearest whole unit,
or by making		repeated	or by making
repeated		measurements of	repeated
measurements of		the same object.	measurements of
the same object.		- Shows the	the same object.
- Show the		measurements by	- Shows the
measurements by		making a line plot,	measurements by
making a line plot,		where the	making a line plot,
where the		horizontal scale is	where the
borizontal scale is		marked off in	borizontal scale is

marked off in whole-number units	whole-number units.	whole-number units.	marked off in whole-number units
units.			units.

Domain: Data Literacy

Standard: 2.DL.B.4 Represent and interpret data

1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
 Student does not yet attempt to: Draw a picture graph and a bar graph (with single-unit scale) 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 attempts to: Draw a picture graph and a bar graph (with single-unit scale) 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: Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solves simple put together, take-apart, and compare problems using information presented in a bar graph. 	 Student consistently and independently: Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solves simple put together, take-apart, and compare problems using information presented in a bar graph.

Domain: Geometry

Standard: 2.G.A.1 Reason with shapes and their attributes

Reason with shapes and their attributes			
1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
Student does not yet attempt to: - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. - Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	 Student attempts to: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 	 Student: Recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes. 	 Student consistently and independently: Recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.

Domain: Geometry

Standard: 2.G.A.2 Reason with shapes and their attributes

1	2	3	4
Does not meet grade	Partially meeting grade	Meeting grade level	Exceeding grade level
level expectations of	level expectations of	expectations of learning	expectations of learning
learning standards	learning standards	standards	standards
Student does not yet attempt to: - Partition (Divide) a rectangle into rows and columns of same size squares.	Student attempts to: - Partition (Divide) a rectangle into rows and columns of same size squares.	Student: - Partitions (Divides) a rectangle into rows and columns of same size squares.	Student consistently and independently: - Partitions (Divides) a rectangle into rows and columns of same size squares.

Domain: Geometry				
Standard: 2.G.A.3 Reason with shapes and their attributes				
1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards	
Student does not yet attempt to: - Partition (Divide) circles and rectangles into two, three, or four equal shares.	Student attempts to: - Partition (Divide) circles and rectangles into two, three, or four equal shares.	Student: - Partitions (Divides) circles and rectangles into two, three, or four equal shares.	Student consistently and independently: - Partitions (Divides) circles and rectangles into two, three, or four equal shares.	