

<u>Standard</u>	<u>Exceeding</u>	<u>Meeting</u>	<u>Approaching</u>	<u>Progressing</u>	<u>Beginning</u>
	<i>The student independently extends key concepts/skills and consistently works beyond grade-level standards.</i>	<i>The student shows a thorough understanding of concepts/skills and consistently applies them with accuracy and independence.</i>	<i>The student shows near-complete understanding of concepts/skills and applies them with increased accuracy and independence.</i>	<i>The student shows increased understanding of concepts/skills and applies them with guidance and support from adults.</i>	<i>The student shows basic understanding of concepts/skills and applies them with guidance and support from adults.</i>
Operations and Algebraic Thinking					
2.OA.1 Solves word problems using addition and subtraction	<i>Independently and consistently uses addition and subtraction beyond 100 to solve and construct one- and two-step word problems involving adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. Independently and consistently uses drawings and equations with a symbol for the</i>	<i>Consistently uses addition and subtraction within 100 to solve one- and two-step word problems involving adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. Consistently uses drawings and equations with a symbol for the</i>	<i>Usually uses addition and subtraction within 100 to solve one- and two-step word problems involving adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. Usually uses drawings and equations with a symbol for the unknown number</i>	<i>Occasionally uses addition and subtraction within 100 to solve one- and two-step word problems involving adding to, taking from, putting together, taking apart, and comparing. Occasionally uses drawings and equations to represent the problem.</i>	<i>Rarely uses addition and subtraction within 100 to solve one- and two-step word problems involving adding to, taking from, putting together, taking apart, and comparing. Rarely uses drawings and equations to represent the problem.</i>

	<i>unknown number</i> to represent the problem.	<i>unknown number</i> to represent the problem.	to represent the problem.		
2.OA.2 Fluently adds within 20 from memory	<i>Independently and consistently</i> demonstrates knowledge of basic addition facts up to 20 <i>with speed and automaticity.</i> * 31 or more facts correct in 1 minute	<i>Consistently</i> demonstrates knowledge of basic addition facts up to 20 <i>with speed and automaticity.</i> * 20-30 facts correct in 1 minute	<i>Usually</i> demonstrates knowledge of basic addition facts up to 20 <i>with speed and automaticity.</i> * 15 - 19 facts correct in 1 minute	<i>Occasionally</i> demonstrates knowledge of basic addition facts up to 20. * 10 - 14 facts correct in 1 minute	<i>Rarely</i> demonstrates knowledge of basic addition facts. * 0 - 9 facts correct in 1 minute
2.OA.2 Fluently subtracts within 20 from memory	<i>Independently and consistently</i> demonstrates knowledge of basic subtraction facts up to 20 <i>with speed and automaticity.</i> * 31 or more facts correct in 1 minute	<i>Consistently</i> demonstrates knowledge of basic subtraction facts up to 20 <i>with speed and automaticity.</i> * 20-30 facts correct in 1 minute	<i>Usually</i> demonstrates knowledge of basic subtraction facts up to 20 <i>with speed and automaticity.</i> * 15 - 19 facts correct in 1 minute	<i>Occasionally</i> demonstrates knowledge of basic subtraction facts up to 20. * 10 - 14 facts correct in 1 minute	<i>Rarely</i> demonstrates knowledge of basic subtraction facts. * 0 - 9 facts correct in 1 minute
<i>Independently and</i> 2.OA.4 Understands the conceptual foundation of multiplication	<i>Independently and constructs</i> writes an equation to express the total as a sum of equal addends and a	<i>Consistently</i> writes an equation to express the total as a sum of equal addends. Ex. $5+5+5+5+5=25$	<i>Usually</i> writes an equation to express the total as a sum of equal addends. Ex. $5+5+5+5+5=25$	<i>Occasionally</i> writes an equation to express the total as a sum of equal addends. Ex. $5+5+5+5+5=25$	<i>Rarely</i> writes an equation to express the total as a sum of equal addends. Ex. $5+5+5+5+5=25$

(skip counting)	<i>product of two factors.</i> Ex. $5+5+5+5+5=25$ Ex. $5 \times 5 = 25$				
Number and Operations in Base Ten					
2.NBT.1 Identifies the value of the digits in numbers to 1,000	<i>Independently and consistently</i> identifies and understands the value of digits in the ones, tens, and hundreds place. <i>Also independently and consistently identifies and understands the value of digits in the thousands place and places beyond.</i> *numbers such as 4,325 can refer to 4 thousands, 3 hundreds, 2 tens, and 5 ones.	<i>Consistently</i> identifies and understands the value of digits in the ones, tens, and hundreds place in numbers up to but not including 1,000. *numbers such as 325 can refer to 3 hundreds, 2 tens, and 5 ones.	<i>Usually</i> identifies and understands the value of digits in the ones, tens, and hundreds place in numbers up to but not including 1,000. *numbers such as 325 can refer to 3 hundreds, 2 tens, and 5 ones.	<i>Occasionally</i> identifies and understands the value of digits in the ones, tens, and hundreds place in numbers up to but not including 1,000. *numbers such as 325 can refer to 3 hundreds, 2 tens, and 5 ones.	<i>Rarely</i> identifies and understands the value of digits in the ones, tens, and hundreds place in numbers up to but not including 1,000. *numbers such as 325 can refer to 3 hundreds, 2 tens, and 5 ones.
2.NBT.3 Reads and writes numbers to the thousands place	<i>Independently and consistently</i> reads and writes numbers up to and including the thousands place and places beyond using	<i>Consistently</i> reads and writes numbers up to but not including the thousands place using base-ten	<i>Usually</i> reads and writes numbers up to but not including the thousands place using base-ten	<i>Occasionally</i> reads and writes numbers up to but not including the thousands place using base-ten	<i>Rarely</i> reads and writes numbers up to but not including the thousands place using base-ten

	base-ten numerals, number names, and expanded form.	numerals, number names, and expanded form.	numerals, number names, and expanded form.	numerals, number names, and expanded form.	numerals, number names, and expanded form.
2.NBT. 7 Adds three -digit numbers	<i>Independently and consistently</i> adds <i>three- or more digit</i> numbers with sums <i>up to and including 1,000 and sums beyond</i> using strategies based on place value including composing and decomposing.	<i>Consistently</i> adds <i>three-digit</i> numbers with sums <i>up to but not including 1,000</i> using strategies based on place value including composing and decomposing.	<i>Usually</i> adds <i>three-digit</i> numbers with sums <i>up to but not including 1,000</i> using strategies based on place value including composing and decomposing.	<i>Occasionally</i> adds <i>three-digit</i> numbers with sums <i>up to but not including 1,000</i> using strategies based on place value including composing and decomposing.	<i>Rarely</i> adds <i>three-digit</i> numbers with sums <i>up to but not including 1,000</i> using strategies based on place value including composing and decomposing.
2.NBT.7 Subtracts three-digit numbers	<i>Independently and consistently</i> subtracts <i>three- or more digit</i> numbers with minuends <i>up to and including 1,000 and minuends beyond</i> using strategies based on place value including composing and decomposing.	<i>Consistently</i> subtracts <i>three-digit</i> numbers with minuends <i>up to but not including 1,000</i> using strategies based on place value including composing and decomposing.	<i>Usually</i> subtracts <i>three-digit</i> numbers with minuends <i>up to but not including 1,000</i> using strategies based on place value including composing and decomposing.	<i>Occasionally</i> subtracts <i>three-digit</i> numbers with minuends <i>up to but not including 1,000</i> using strategies based on place value including composing and decomposing.	<i>Rarely</i> subtracts <i>three-digit</i> numbers with minuends <i>up to but not including 1,000</i> using strategies based on place value including composing and decomposing.
Measurement and Data					
2.MD.1/3/4 Estimates,	<i>Independently and consistently</i> estimates	<i>Consistently</i> estimates the	<i>Usually</i> estimates the length of an	<i>Occasionally</i> estimates the	<i>Rarely</i> estimates the length of an

<p>measures, and compares object lengths using metric units of measurement</p>	<p>the length of an object using $\frac{1}{2}$ centimeters and $\frac{1}{2}$ meters. Independently and consistently measures the length of an object using $\frac{1}{2}$ centimeters and $\frac{1}{2}$ meters. Independently and consistently compares the length of two objects using $\frac{1}{2}$ centimeters and $\frac{1}{2}$ meters.</p>	<p>length of an object using centimeters and meters. Consistently measures the length of an object using centimeters and meters. Consistently compares the length of two objects using centimeters and meters.</p>	<p>object using centimeters and meters. Usually measures the length of an object using centimeters and meters. Usually compares the length of two objects using centimeters and meters.</p>	<p>length of an object using centimeters and meters. Occasionally measures the length of an object using centimeters and meters. Occasionally compares the length of two objects using centimeters and meters.</p>	<p>object using centimeters and meters. Rarely measures the length of an object using centimeters and meters. Rarely compares the length of two objects using centimeters and meters.</p>
<p>2.MD.1/3/4 Estimates, measures, and compares object lengths using customary units of measurement</p>	<p>Independently and consistently estimates the length of an object using $\frac{1}{2}$ inches and $\frac{1}{2}$ feet. Independently and consistently measures the length of an object using $\frac{1}{2}$ inches and $\frac{1}{2}$ feet. Independently and consistently compares the length of two objects using $\frac{1}{2}$ inches</p>	<p>Consistently estimates the length of an object using inches and feet. Consistently measures the length of an object using inches and feet. Consistently compares the length of two</p>	<p>Usually estimates the length of an object using inches and feet. Usually measures the length of an object using inches and feet. Usually compares the length of two objects using inches and feet.</p>	<p>Occasionally estimates the length of an object using inches and feet. Occasionally measures the length of an object using inches and feet. Occasionally compares the length of two</p>	<p>Rarely estimates the length of an object using inches and feet. Rarely measures the length of an object using inches and feet. Rarely compares the length of two objects using inches and feet.</p>

	<i>and $\frac{1}{2}$ feet.</i>	objects using <i>inches and feet.</i>		objects using <i>inches and feet.</i>	
2.MD.7 Tells time to the nearest 5 minutes	<i>Independently and consistently</i> tells time to the <i>nearest minute</i> on analog and digital clocks using a.m. and p.m. <i>Independently and consistently</i> tells elapsed time.	<i>Consistently</i> tells time to the <i>nearest 5 minutes</i> on analog and digital clocks using a.m. and p.m.	<i>Usually</i> tells time to the <i>nearest 5 minutes</i> on analog and digital clocks using a.m. and p.m.	<i>Occasionally</i> tells time to the <i>nearest 5 minutes</i> on analog and digital clocks using a.m. and p.m.	<i>Rarely</i> tells time to the <i>nearest 5 minutes</i> on analog and digital clocks using a.m. and p.m.
2. MD.8 Solves word problems involving dollar bills and coins using \$ and ¢	<i>Independently and consistently</i> solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately and <i>solves problems involving making change.</i>	<i>Consistently</i> solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	<i>Usually</i> solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	<i>Occasionally</i> solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	<i>Rarely</i> solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
2.MD.10 Draws and interprets graphs	<i>Independently and consistently</i> draws and interprets picture graphs with <i>4 or more categories.</i> <i>Independently and consistently</i> draws and interprets bar graphs with <i>4 or more</i>	<i>Consistently</i> draws and interprets picture or bar graphs with up to 4 categories. <i>Consistently</i> solves simple put-together,	<i>Usually</i> draws and interprets picture or bar graphs with up to 4 categories. <i>Usually</i> solves simple put-together, take apart, and	<i>Occasionally</i> draws and interprets picture or bar graphs with up to 4 categories. <i>Occasionally</i> solves simple put-together,	<i>Rarely</i> draws and interprets picture or bar graphs with up to 4 categories. <i>Rarely</i> solves simple put-together, take apart, and

	<i>categories and scales that are not just single units. Independently and consistently solves multi-step put-together, take apart, and compare problems, using information presented in a bar graph.</i>	take apart, and compare problems, using information presented in a bar graph.	compare problems, using information presented in a bar graph.	take apart, and compare problems, using information presented in a bar graph.	compare problems, using information presented in a bar graph.
Geometry					
2.G.1 Draws and identifies two-dimensional shapes and a cube	Independently and consistently draws and identifies triangles, quadrilaterals, pentagons, hexagons, and cubes. Independently and consistently draws, identifies, and compares attributes of squares, rectangles, rhombuses, kites, parallelograms, and trapezoids.	Consistently draws and identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.	Usually draws and identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.	Occasionally draws and identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.	Rarely draws and identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.3 Draws and identifies	Independently and consistently partitions	Consistently partitions circles	Usually partitions circles and	Occasionally partitions circles	Rarely partitions circles and

common fractions	circles, rectangles, and <i>sets of objects</i> into two, three, or four equal shares <i>as well as five or more equal shares. Independently and consistently</i> describes the shares using words like halves, half of, thirds, a third of, fourths, a quarter, <i>fifths</i> , etc. Independently and consistently describes the whole as two halves, three thirds, four fourths, <i>five fifths</i> , etc.	and rectangles into two, three, or four equal shares. Consistently describes the shares using words like halves, half of, thirds, a third of, fourths, a quarter, etc. Consistently describes the whole as two halves, three thirds, or four fourths.	rectangles into two, three, or four equal shares. Usually describes the shares using words like halves, half of, thirds, a third of, fourths, a quarter, etc. Usually describes the whole as two halves, three thirds, or four fourths.	and rectangles into two, three, or four equal shares. Occasionally describes the shares using words like halves, half of, thirds, a third of, fourths, a quarter, etc. Occasionally describes the whole as two halves, three thirds, or four fourths.	rectangles into two, three, or four equal shares. Rarely describes the shares using words like halves, half of, thirds, a third of, fourths, a quarter, etc. Rarely describes the whole as two halves, three thirds, or four fourths.
Standards for Mathematical Practice					
MPS.1 Makes sense of problems and	Independently and consistently identifies a problem, analyzes	Consistently identifies a problem, analyzes	Usually identifies a problem, analyzes givens,	Occasionally identifies a problem, analyzes	Rarely identifies a problem, analyzes givens,

perseveres in solving them	gives, tries to solve the problem, monitors progress, and changes course if necessary. <i>Independently and consistently</i> demonstrates an understanding of different approaches to solving complex problems.	gives, tries to solve the problem, monitors progress, and changes course if necessary. <i>Consistently</i> demonstrates an understanding of different approaches to solving complex problems.	tries to solve the problem, monitors progress, and changes course if necessary. <i>Usually</i> demonstrates an understanding of different approaches to solving complex problems.	gives, tries to solve the problem, monitors progress, and changes course if necessary. <i>Occasionally</i> demonstrates an understanding of different approaches to solving complex problems.	tries to solve the problem, monitors progress, and changes course if necessary. <i>Rarely</i> demonstrates an understanding of different approaches to solving complex problems.
MPS.4/5 Reasons and explains using appropriate words, illustrations, tools, and models	<i>Independently and consistently</i> identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc. <i>Independently and consistently</i> interprets results in the context of the situation and reflects on whether the results make sense. <i>Independently and</i>	<i>Consistently</i> identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc. <i>Consistently</i> interprets results in the context of the situation and reflects on whether the	<i>Usually</i> identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc. <i>Usually</i> interprets results in the context of the situation and reflects on whether the	<i>Occasionally</i> identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc. <i>Occasionally</i> interprets results in the context of the situation and reflects on whether the	<i>Rarely</i> identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc. <i>Rarely</i> interprets results in the context of the situation and reflects on whether the

	<i>consistently</i> gives carefully formulated explanations to each other.	results make sense. <i>Consistently</i> gives carefully formulated explanations to each other.	results make sense. <i>Usually</i> gives carefully formulated explanations to each other.	results make sense. <i>Occasionally</i> gives carefully formulated explanations to each other.	results make sense. <i>Rarely</i> gives carefully formulated explanations to each other.
MPS. 6 Attends to precision	<i>Independently and consistently</i> communicates precisely using symbols and units appropriately.	<i>Consistently</i> communicates precisely using symbols and units appropriately.	<i>Usually</i> communicates precisely using symbols and units appropriately.	<i>Occasionally</i> communicates precisely using symbols and units appropriately.	<i>Rarely</i> communicates precisely using symbols and units appropriately.