

Grade 2 Math Proficiency Scale T1

	Novice “1”	Approaching “2”	Proficient “3”	Advanced “4”
Communication Math Practices 3 and 6	Practices asking questions and explaining thinking; <u>and</u> making sense of the mathematical thinking of others.	Asks questions and explains thinking; works to make sense of the mathematical thinking of others with prompts and support.	Asks questions and explains thinking; <u>and</u> makes sense of the mathematical thinking of others.	Asks questions and explains ideas clearly, constructs viable arguments and critiques the reasoning of others.
Critical Thinking Math Practices 1, 2, 4, 5, 7, 8	Participates in creating questions, gathering information, <u>and</u> understanding connections; <u>and</u> looking for structure to make sense of problems.	Creates basic questions, gathers information, <u>and</u> understands connections; <u>and</u> begins to reason abstractly <u>and</u> quantitatively to look for structure <u>and</u> make sense of problems, attends to precision <u>and</u> perseveres in finding a solution.	Creates questions, gathers information, <u>and</u> understands connections; and reasons abstractly and quantitatively to find structure <u>and</u> patterns <u>and</u> make sense of problems, attends to precision <u>and</u> perseveres in finding a solution.	Creates questions, gathers information, and understands connections between parts of a system, and patterns including repeated reasoning; <u>and</u> reasons abstractly and quantitatively to find structure and make sense of problems; <u>and</u> attends to precision and perseveres in finding a solution and reflects upon the thinking process
Geometry			This category is not adequately assessed in this trimester.	
Measurement & Data 2.MD.6	Practices using a number line to show addition problems.	Uses a number line to show and solve 2-digit addition problems with a count by one strategy or uses a more complex strategies with errors.	Uses a number line to show and solve 2-digit addition problems.	Uses a number line to show and solve 2-digit addition problems and shows in-depth inferences and application; and uses efficient jumps and/or splits on the number line to solve two-digit addition.

<p style="text-align: center;">Number & Operations in Base Ten 2.NBT.1, 3, 6</p>	<p>Practices reading and writing numbers with up to 3-digits; and describing place value; and adding 2-digit numbers using different strategies.</p>	<p>Reads and writes 2-digit numbers using numerals and expanded notation; and describes how a 2-digit number represent amounts of tens and ones; and adds 2-digit numbers using at least two different strategies.</p>	<p>Reads and writes 3-digit numbers using numerals and expanded notation; and describes how a 3-digit number represent amounts of hundreds, tens and ones; and adds 2-digit numbers.</p>	<p>Reads and writes beyond 3-digit numbers using numerals and expanded notation; and describes how a 3-digit number represent amounts of hundreds, tens and ones; and adds 3-digit numbers, solving 2-digit subtraction mentally; and shows in-depth inferences and application.</p>
<p style="text-align: center;">Operations & Algebraic Thinking 2.OA.1, 2, 4</p>	<p>Practices finding equal groups; <u>and</u> using addition to find the total number of objects in an array up to 25; <u>and</u> determining if a number is odd or even; <u>and</u> adding and subtracting using mental strategies; <u>and</u> solving addition and subtraction story problems to 10</p>	<p>Uses addition to find the total number of objects in an array up to 25; <u>and</u> adds and subtracts using mental strategies; <u>and</u> solves addition and subtraction story problems to 10.</p>	<p>Uses addition to find the total number of objects in an array up to 25; <u>and</u> adds and subtracts using mental strategies; <u>and</u> solves addition and subtraction story problems to 20.</p>	<p>Uses addition to find the total number of objects in an array up to 25; <u>and</u> adds and subtracts using mental strategies; <u>and</u> solves addition and subtraction story problems to 100; and shows in-depth inferences and application.</p>

Grade 2 Math Proficiency Scale T2

	Novice “1”	Approaching “2”	Proficient “3”	Advanced “4”
Communication Math Practices 3 and 6	Practices asking questions and explaining thinking; <u>and</u> making sense of the mathematical thinking of others.	Asks questions and explains thinking; works to make sense of the mathematical thinking of others with prompts and support.	Asks questions and explains thinking; <u>and</u> makes sense of the mathematical thinking of others.	Asks questions and explains ideas clearly, constructs viable arguments and critiques the reasoning of others.
Critical Thinking Math Practices 1, 2, 4, 5, 7, 8	Participates in creating questions, gathering information, and understanding connections; and looking for structure to make sense of problems.	Creates basic questions, gathers information, and understands connections; and begins to reason abstractly and quantitatively to look for structure and make sense of problems, attends to precision and perseveres in finding a solution.	Creates questions, gathers information, and understands connections; and reasons abstractly and quantitatively to find structure and make sense of problems, attends to precision and perseveres in finding a solution.	Creates questions, gathers information, and understands connections between parts of a system, and patterns including repeated reasoning; <u>and</u> reasons abstractly and quantitatively to find structure and make sense of problems; <u>and</u> attends to precision and perseveres in finding a solution and reflects upon the thinking process
Geometry			This category is not adequately assessed in this trimester.	
Measurement & Data 2.MD.1 - 4, 8 -10	Practices estimating length and using appropriate tools to measure length in inches and feet; <u>and</u> solving word problems involving length and money; <u>and</u> constructing and reading picture and bar graphs, solving problems using the information in a graph.	Estimates length and uses appropriate tools to measure length in inches and feet separately; <u>and</u> solves word problems involving length within 20 and money with dollar bills, dimes, nickels, and pennies; <u>and</u> constructs and reads picture and bar graphs, solving problems using the information in a graph.	Estimates length and uses appropriate tools to measure length in inches and feet; <u>and</u> solves word problems involving length and money; <u>and</u> constructs and reads picture and bar graphs, solving problems using the information in a graph.	Estimates length and uses appropriate tools to measure length in inches and feet; <u>and</u> solves word problems involving length and money; <u>and</u> constructs and reads picture and bar graphs, solving problems using the information in a graph; and shows in-depth inferences and application.

<p style="text-align: center;">Number & Operations in Base Ten 2.NBT.1, 3 – 5, 8</p>	<p>Practices reading and writing 3-digit numbers and describing how a 3-digit number represent amounts of hundreds, tens and ones; <u>and</u> adding and subtracting 2-digit numbers; <u>and</u> using symbols to compare numbers; <u>and</u> skip-counting by 5s, 10s within 100.</p>	<p>Reads and writes 2-digit numbers using numerals and expanded notation; and describes how a 2-digit number represent amounts of tens and ones; <u>and</u> adds 2-digit numbers; <u>and</u> uses symbols to compare numbers 2-digit numbers.</p>	<p>Reads and writes 3-digit numbers using numerals and expanded notation; and describes how a 3-digit number represent amounts of hundreds, tens and ones; <u>and</u> adds and subtracts 2-digit numbers; <u>and</u> uses symbols to compare numbers; <u>and</u> mentally adds and subtracts 10 or 100 to or from numbers 100-900.</p>	<p>Reads and writes beyond 3-digit numbers using numerals and expanded notation; and describes how a 3-digit number represent amounts of hundreds, tens and ones; <u>and</u> adds and subtracts 3-digit numbers; <u>and</u> uses symbols to compare numbers; <u>and</u> mentally adds and subtracts 10 or 100 to or from numbers 100-900; and shows in-depth inferences and application.</p>
<p style="text-align: center;">Operations & Algebraic Thinking 2.OA.1-2</p>	<p>Practices using mental strategies to add and subtract to 20; <u>and</u> solving addition and subtraction story problems to 10; <u>and</u> counting on to add and counting back to subtract; <u>and</u> using addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns.</p>	<p>Uses mental strategies to add and subtract to 20; <u>and</u> solves one-step addition and subtraction story problems to 20; <u>and</u> uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns.</p>	<p>Demonstrates fluency with addition facts to 20; <u>and</u> solves one-step addition and subtraction story problems to 100.</p>	<p>Demonstrates fluency with addition facts to 20; <u>and</u> solves multi-step addition and subtraction story problems to 100; and shows in-depth inferences and application.</p>

Grade 2 Math Proficiency Scale T3

	Novice “1”	Approaching “2”	Proficient “3”	Advanced “4”
Communication Math Practices 3 and 6	Participates in asking questions and sharing ideas, including the construction of arguments.	Asks questions and explains ideas, constructs viable arguments.	Asks questions and explains ideas clearly, constructs viable arguments and critiques the reasoning of others, explains the reasoning with clarity and use of some related academic vocabulary.	Asks questions and explains ideas clearly with details, constructs viable arguments and critiques the reasoning of others using academic related vocabulary related to the task, explains the reasoning using insight from deeper understanding with clarity and use of some related academic vocabulary.
Critical Thinking Math Practices 1, 2, 4, 5, 7,8	Participates in creating questions, gathering information, and understanding connections; and looking for structure to make sense of problems.	Creates basic questions, gathers information, and understands connections; and begins to reason abstractly and quantitatively to look for structure and make sense of problems, attends to precision and perseveres in finding a solution.	Creates questions, gathers information, and understands connections; and reasons abstractly and quantitatively to find structure and make sense of problems, attends to precision and perseveres in finding a solution.	Creates questions, gathers information, and understands connections between parts of a system, and patterns including repeated reasoning; <u>and</u> reasons abstractly and quantitatively to find structure and make sense of problems; <u>and</u> attends to precision and perseveres in finding a solution and reflects upon the thinking process
Geometry 2.G.1-3	Practices recognizing and drawing 2 and 3-D shapes; <u>and</u> dividing shapes into equal parts; <u>and</u> describing parts using words like halves, half of.	Recognizes and draws 2- and 3-D shapes; <u>and</u> divides shapes into equal parts, and describes the parts using words like <i>halves, half of, thirds, a third of, fourths, quarters, a fourth of.</i>	Recognizes and draws 2- and 3-D shapes; <u>and</u> divides shapes into equal parts, and describes the parts using words like <i>halves, half of, thirds, a third of, fourths, quarters, a fourth of;</i> <u>and</u> divides a rectangle into equal squares and counts to find the total.	Recognizes and draws 2- and 3-D shapes; <u>and</u> divides shapes into equal parts, and describes the parts using words like <i>halves, half of, thirds, a third of, fourths, quarters, a fourth of;</i> <u>and</u> divides a rectangle into equal squares and counts to find the total; <u>and</u> shows in-depth inferences and application.

<p>Measurement & Data 2.MD.3, 8-10</p>	<p>Practices estimating length and using appropriate tools to measure length in centimeters, meters, inches and feet; <u>and</u> solving word problems involving length and money; <u>and</u> constructing and reading picture and bar graphs, solving problems using the information in a graph.</p>	<p>Estimates length and uses appropriate tools to measure length in inches and feet; <u>and</u> solves word problems involving length and money; <u>and</u> constructs and reads picture and bar graphs, solving problems using the information in a graph.</p>	<p>Estimates length and uses appropriate tools to measure length in centimeters and meters; <u>and</u> solves word problems involving length and money; <u>and</u> measures lengths and displays the results on a line plot.</p>	<p>Estimates length and uses appropriate tools to measure length in centimeters and meters; <u>and</u> solves word problems involving length and money; <u>and</u> measures lengths and displays the results on a line plot; and shows in-depth inferences and application.</p>
<p>Number & Operations in Base Ten 2.NBT.1, 3-8</p>	<p>Practices reading and writing 3-digit numbers and describing how a 3-digit number represent amounts of hundreds, tens and ones; <u>and</u> adding and subtracting 2-digit numbers; <u>and</u> using symbols to compare numbers; <u>and</u> skip-counting by 5s, 10s within 100.</p>	<p>Reads and writes 3-digit numbers using numerals and expanded notation; and describes how a 3-digit number represent amounts of hundreds, tens and ones; <u>and</u> adds and subtracts 2-digit numbers; <u>and</u> uses symbols to compare numbers; <u>and</u> mentally adds and subtracts 10 or 100 to or from numbers 100-900.</p>	<p>Reads and writes 3-digit numbers using numerals and expanded notation; and describes how a 3-digit number represent amounts of hundreds, tens and ones; <u>and</u> adds and subtracts 3-digit numbers; <u>and</u> uses symbols to compare 3-digit numbers; <u>and</u> mentally adds and subtracts 10 or 100 to or from numbers 100-900.</p>	<p>Reads and writes 3-digit numbers using numerals and expanded notation; and describes how a 3-digit number represent amounts of hundreds, tens and ones; <u>and</u> adds and subtracts 3-digit numbers; <u>and</u> uses symbols to compare 3-digit numbers; <u>and</u> mentally adds and subtracts 10 or 100 to or from numbers 100-900; <u>and</u> shows in-depth inferences and application</p>
<p>Operations & Algebraic Thinking</p>	<p>Practices using mental strategies to add and subtract to 20; <u>and</u> solving addition and subtraction story problems to 10; <u>and</u> counting on to add and counting back to subtract; <u>and</u> counts to find the total number of objects arranged in a rectangular array with up to five rows and five columns <u>and</u> skip counts by 5s and 10s and 100s within 1000.</p>	<p>Demonstrates fluency with addition facts to 20; <u>and</u> solves one-step addition and subtraction story problems to 100; <u>and</u> uses addition or counting to find the total number of objects arranged in a rectangular array with up to five rows and five columns <u>and</u> skip counts by 5s, 10s and 100s within 100.</p>	<p>Demonstrates fluency with addition facts to 20; <u>and</u> solves two-step addition and subtraction story problems to 100; <u>and</u> uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns <u>and</u> skip counts by 5s, 10s and 100s within 1,000.</p>	<p>Demonstrates fluency with addition facts to 20; <u>and</u> solves two-step addition and subtraction story problems to 100; <u>and</u> uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns; <u>and</u> skip counts by 5s, 10s and 100s within 1,000 <u>and</u> shows in-depth inferences and application</p>