Grade 2 Scoring Rubric Math

Number and Operations in Base Ten
Essential Standard: Understands and represents the place values of three digit numbers

Essential Knowledge Outcome: *Students will understand and explain what numbers mean, how they may be represented, and what relationships exist among them to accurately and efficiently perform computations.*

2.NBT 1. 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. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens— called a "hundred."
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

3.Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of the value of digits in a three digit number.
Needs Improvement (2)	Requires teacher prompting and support to model three digit numbers and determine the value of digits in a three digit number.
Proficient (3)	Independently models three digit numbers in multiple ways, including expanded form, and makes connections between physical and symbolic representations of a number. Uses models to identify the value of their digits.
Advanced (4)	

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
	Not assessed in this trimester

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Grade 2 Scoring Rubric Math

Number and Operations in Base Ten
Essential Standard: Counts within 1,000. Skip counts by 5s, 10s, and 100s within 1,000.

STANDARDS ADDRESSED: 2. NBT 2. Count within 1000; skip-count by 5s, 10s, and 100s

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of counting within 1,000 and skip counting by 5s, 10s, and 100s within 1,000.
Needs Improvement (2)	Requires teacher prompting and support to count within 1,000 and skip count by 5s, 10s, and 100s within 1,000. Requires teacher support to make connections of 5 more and 10 more than a number.
Proficient (3)	Independently counts within 1,000 and skip counts by 5s, 10s, and 100s within 1,000 Identifies 5 more or 10 more than a given number on a number line.
Advanced (4)	Independently applies the standard and skip counts by 5s, 10s, and 100s within 1,000 from any given number.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of counting within 1,000 and skip counting by 5s, 10s, and 100s within 1,000.
Needs Improvement (2)	Requires teacher prompting and support to count within 1,000 and skip count by 5s, 10s, and 100s within 1,000. Requires teacher support to make connections of 5 more and 10

	more than a number.
Proficient (3)	Independently counts within 1,000 and skip counts by 5s, 10s, and 100s within 1,000 Identifies 5 more or 10 more than a given number on a number line.
Advanced (4)	Independently applies the standard and skip counts by 5s, 10s, and 100s within 1,000 from any given number.

Third Trimester: Benchmarks	
	Not assessed in this trimester

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Grade 2 Scoring Rubric Math

Number and Operations in Base Ten	
Essential Standard: Compares three digit numbers	

STANDARDS ADDRESSED: 2.NBT4   Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of how to read, write or compare three digit numbers.
Needs Improvement (2)	Requires teacher support to compare two three-digit numbers based on hundreds, tens, ones using <,=,>.
Proficient (3)	Independently compares two three-digit numbers based on hundreds, tens, ones using <,=,>.
Advanced (4)	Independently compares two three-digit numbers based on hundreds, tens, ones using <,=,> and explains the strategies used.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of how to read, write or compare three digit numbers.
Needs Improvement (2)	Requires teacher support to compare two three-digit numbers based on hundreds, tens, ones using <,=,>.
Proficient (3)	Independently compares two three-digit numbers based on hundreds, tens, ones using <,=,>.
Advanced (4)	Independently compares two three-digit numbers based on hundreds, tens, ones using <,=,> and explains the strategies used.

Third Trimester: Benchmarks	
	Not assessed in this trimester

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Grade 2 Scoring Rubric Math

Number and Operations in Base Ten

Essential Standard: Fluently adds and subtracts within 100 (no regrouping)

STANDARDS ADDRESSED: 2.NBT 5.Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2 NBT.9.   Explain why addition and subtraction strategies work, using place value and the properties of operations.[1]

First Trimester: Benchmarks	
Warning (1)	Little or no ability to fluently add and/or subtract within 100
Needs Improvement (2)	Requires teacher prompting and support to use efficient methods when adding and subtracting within 100.
Proficient (3)	Independently uses efficient and accurate methods for computing sums and differences within 100. (place value, properties of operations, relationship between addition and subtraction) and is able to explain (using words, pictures or objects) how their strategy works.
Advanced (4)	Applies standard and creates well-developed explicit written explanations supported by drawings and/or objects.

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester:	
	Not assessed in this trimester

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[1] Explanations may be supported by drawings or objects.

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Grade 2 Scoring Rubric Math

Number and Operations in Base Ten
Essential Standard: Add within 1,000 with and without regrouping

STANDARDS ADDRESSED: 2.NBT 6.Add up to four two-digit numbers using strategies based on place value and properties of operations.

7.   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 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.

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of how to add within 1,000 with and without regrouping.
Needs Improvement (2)	Requires teacher prompting and support to use strategies to efficiently and accurately add up to 4 two-digit numbers and 2 three-digit numbers with and without regrouping.
Proficient (3)	Independently uses strategies (based on place value, properties of operations, relationship between addition and subtraction) to efficiently and accurately add up to 4 two-digit numbers and 2 three-

	digit numbers with and without regrouping.
Advanced (4)	Applies the standard when solving word problems and is able to develop an explicit explanation of the strategy used.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of how to add within 1,000 with and without regrouping.
Needs Improvement (2)	Requires teacher prompting and support to use strategies to efficiently and accurately add up to 4 two-digit numbers and 2 three-digit numbers with and without regrouping.
Proficient (3)	Independently uses strategies (based on place value, properties of operations, relationship between addition and subtraction) to efficiently and accurately add up to 4 two-digit numbers and 2 three-digit numbers with and without regrouping.
Advanced (4)	Applies the standard when solving word problems and is able to develop an explicit explanation of the strategy used.

Grade 2 Scoring Rubric Math

Number and Operations in Base Ten

Essential Standard: Subtract within 1,000 with and without regrouping

STANDARDS ADDRESSED: 2.NBT 7.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 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.

First Trimester:	
	Not assessed in this trimester

Second Trimester: Benchmarks –	
Warning (1)	Little or no understanding of how to subtract within 1,000 with and without regrouping
Needs Improvement (2)	Requires teacher prompting and support to use strategies to efficiently and accurately subtract 2 three-digit numbers with and without regrouping
Proficient (3)	Independently uses strategies (based on place value, properties of operations, relationship between addition and subtraction) to efficiently and accurately subtract 2 three-digit numbers with and without regrouping.

Advanced (4)	Applies the standard when solving word problems and is able to develop an explicit explanation of the strategy used.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of how to subtract within 1,000 with and without regrouping
Needs Improvement (2)	Requires teacher prompting and support to use strategies to efficiently and accurately subtract 2 three-digit numbers with and without regrouping
Proficient (3)	Independently uses strategies (based on place value, properties of operations, relationship between addition and subtraction) to efficiently and accurately subtract 2 three-digit numbers with and without regrouping.
Advanced (4)	Applies the standard when solving word problems and is able to develop an explicit explanation of the strategy used.

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Grade 2 Scoring Rubric Math

Number and Operations in Base Ten	
Essential Standard: Mentally add or subtract 10 or 100 to a given number	

STANDARDS ADDRESSED: 2.NBT 8.Mentally add 10 or
        100 to a given number 100–900, and mentally
        subtract 10 or 100 from a given number 100–900.

Needs Improvement (2)	Requires teacher prompting and support to use mental math strategies to add and subtract 10 or 100 from any given number 100-900
Proficient (3)	Independently uses mental math strategies to add and subtract 10 or 100 from any given number 100-900
Advanced (4)	Applies mental math skills when solving complex word problems.

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of using mental math strategies to add or subtract 10 or 100 from any given number 100-900
Needs Improvement (2)	Requires teacher prompting and support to use mental math strategies to add and subtract 10 or 100 from any given number 100-900
Proficient (3)	Independently uses mental math strategies to add and subtract 10 or 100 from any given number 100-900
Advanced (4)	Applies mental math skills when solving complex word problems.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of using mental math strategies to add or subtract 10 or 100 from any given number 100-900

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OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Solves one and two step word problems using addition within 100.

STANDARDS ADDRESSED: 2 OA1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of solving one step word problems within 100 and solving for unknowns.
Needs Improvement (2)	Requires teacher prompting and support to solve one step word problems within 100 and cannot solve problems with unknowns.
Proficient (3)	Independently uses addition within 100 to solve one step word problems. Solves problems with unknowns in all positions.
Advanced (4)	Creates one step word problems and write equations with unknowns in all positions.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of solving two step word problems within 100 and solving for unknowns.
Needs Improvement (2)	Requires teacher prompting and support to solve two step word problems within 100 and cannot solve problems with unknowns.

Proficient (3)	Independently uses addition within 100 to solve two step word problems. Solves problems with unknowns in all positions.
Advanced (4)	Creates two step word problems and write equations with unknowns in all positions.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of solving two step word problems within 100 and solving for unknowns.
Needs Improvement (2)	Requires teacher prompting and support to solve two step word problems within 100 and cannot solve problems with unknowns.
Proficient (3)	Independently uses addition within 100 to solve two step word problems. Solves problems with unknowns in all positions.
Advanced (4)	Creates two step word problems and write equations with unknowns in all positions.

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Grade 2 Scoring Rubric Math

OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Solves multistep word problems using subtraction within 100.

STANDARDS ADDRESSED: : 2 OA1.   Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of solving one step word problems within 100 and solving for unknowns.
Needs Improvement (2)	Requires teacher prompting and support to solve one step word problems within 100 using subtraction and cannot solve problems with unknowns.
Proficient (3)	Independently uses subtraction within 100 to solve one step word problems. Solves problems with unknowns in all positions.
Advanced (4)	Creates one step word problems and write equations with unknowns in all positions.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of solving two step word problems within 100 and solving for unknowns.
Needs Improvement (2)	Requires teacher prompting and support to solve two step word problems within 100 using subtraction and cannot solve problems with unknowns.
Proficient (3)	Independently uses subtraction within 100 to solve two step word problems. Solves problems with unknowns in all positions.
Advanced (4)	Creates two step word problems and write equations with unknowns in all positions.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of solving two step word problems within 100 and solving for unknowns.
Needs Improvement (2)	Requires teacher prompting and support to solve two step word problems within 100 using subtraction and cannot solve problems with unknowns.
Proficient (3)	Independently uses subtraction within 100 to solve two step word problems. Solves problems with unknowns in all positions.
Advanced (4)	Creates two step word problems and write equations with unknowns in all positions.

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Grade 2 Scoring Rubric Math

OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Fluently ADD facts with 20

STANDARDS ADDRESSED: 2 OA 2. Fluently add and subtract within 20 using mental strategies.[2] By end of grade 2, know from memory all sums of two one-digit numbers.

MA.2.a. By the end of grade 2, know from memory related subtraction facts of sums of two one-digit numbers.

Third Trimester: Benchmarks	
Warning (1)	Little or no demonstration of addition fact fluency.
Needs Improvement (2)	Requires support (e.g. number line, touch math, fingers) to accurately demonstrate addition fact fluency.
Proficient (3)	Consistently uses mental strategies to demonstrate fluency of addition facts (sum of two one digit numbers).
Advanced (4)	

First Trimester: Benchmarks	
Warning (1)	Little or no demonstration of addition fact fluency.
Needs Improvement (2)	Requires support (e.g. number line, touch math, fingers) to accurately demonstrate addition fact fluency.
Proficient (3)	Consistently uses mental strategies to demonstrate fluency of addition facts (sum of two one digit numbers).
Advanced (4)	

Second Trimester: Benchmarks	
	Not assessed in this trimester

[2] See standard 1.OA.6 for a list of mental strategies.

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Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
Warning (1)	Little or no demonstration of subtraction fact fluency.
Needs Improvement (2)	Requires support (e.g. number line, touch math, fingers) to accurately demonstrate subtraction fact fluency.
Proficient (3)	Consistently uses mental strategies to demonstrate fluency of subtraction facts.
Advanced (4)	

OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Fluently SUBTRACTS facts within 20

STANDARDS ADDRESSED: 2OA. 2. Fluently add and subtract within 20 using mental strategies.[3] By end of grade 2, know from memory all sums of two one-digit numbers.

MA.2.a. By the end of grade 2, know from memory related subtraction facts of sums of two one-digit numbers.

First Trimester: Benchmarks	
Warning (1)	Little or no demonstration of subtraction fact fluency.
Needs Improvement (2)	Requires support (e.g. number line, touch math, fingers) to accurately demonstrate subtraction fact fluency
Proficient (3)	Consistently uses mental strategies to demonstrate fluency of subtraction facts
Advanced (4)	

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[3] See standard 1.OA.6 for a list of mental strategies.

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Grade 2 Scoring Rubric Math

OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Indentifies and represents odd and even numbers

STANDARDS ADDRESSED: 2 OA. 3. 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.

Second Trimester:	
	Not assessed in this trimester

Third Trimester: Benchmarks	
	Not assessed in this trimester

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of odd or even number and representing an even number as the sum of two equal addends.
Needs Improvement (2)	Requires teacher prompting and support in determining whether a group of objects (up to 20) has an odd or even number of members. Requires support writing an equation representing an even number as the sum of two equal addends.
Proficient (3)	Consistently determines whether a group of objects (up to 20) has an odd or even number of members. Writes an equation to represent an even number as the sum of two equal addends.
Advanced (4)	

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Grade 2 Scoring Rubric Math

OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Uses addition to represent rectangular arrays (5X5)

STANDARDS ADDRESSED: 2 OA. 4. 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.

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of using repeated addition to write an equation to find the numbers of objects in a rectangular array.
Needs Improvement (2)	Requires teacher prompting and support to use repeated addition represent objects arranged in rectangular arrays.
Proficient (3)	Consistently uses repeated addition to write an equation to find the sum of objects arranged in rectangular arrays (up to 5 rows and 5 columns).
Advanced (4)	Creates arrays and writes two equations (by rows and by columns) to represent the rectangular array. Students can rotate the array 90 degrees and write two more equations. Students can explain how the arrays are different but still the same.

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Grade 2 Scoring Rubric Math

MEASUREMENT AND DATA
Essential Standard: Measure and estimate lengths in standard units

Essential Knowledge Outcome: *Students understand how to collect, represent, analyze, and interpret data gathered using a variety of tools.*

STANDARDS ADDRESSED: 2MD1.   Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.   Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3.   Estimate lengths using units of inches, feet, centimeters, and meters.
4.   Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

	between two objects.
Proficient (3)	Independently selects and uses appropriate tools for measuring. Measures objects twice and can see the relationship between the size of the units and measurement. Estimates lengths using inches, feet, centimeters, and meters. Determines the difference in the length of two objects using correct measurement notation.
Advanced (4)	Applies the standard and extends this knowledge to present the solution in a more simplified form (1 foot instead of 12 inches). Clearly communicates the problem solving approach and reasoning through words and pictures using accurate complete representations.

Third Trimester: Benchmarks –	
	Not assessed in this trimester

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of how to accurately measure and use appropriate tools and terms.
Needs Improvement (2)	Requires teacher prompting and support to make accurate measurements using appropriate tools and terms; and estimate lengths, and compare the difference in length

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Grade 2 Scoring Rubric Math

MEASUREMENT AND DATA

Essential Standard: Use addition and subtraction within 100 to solve word problems involving lengths

Third Trimester: Benchmarks	
	Not assessed in this trimester.

STANDARDS ADDRESSED: 2MD5. 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.

First Trimester: Benchmarks	
	Not assessed in this trimester .

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of using drawings or equations to solve measurement word problems involving length.
Needs Improvement (2)	Requires teacher prompting and support to solve measurement word problems. Has trouble relating drawings to equations.
Proficient (3)	Independently uses drawings and equations to solve measurement word problems. The student refers to his/her drawings of the problem and correctly calculates the solution. They will use appropriate math language and correctly label his/her drawings.
Advanced (4)	Applies the standard and demonstrates full understanding of the problem through clear visual representations and efficient calculations. The equations show more advanced knowledge of how to use fractional notation 5 ½" + 5 ½"= 11", and how to accurately represent calculations.

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Grade 2 Scoring Rubric Math

MEASUREMENT AND DATA
Essential Standard: Represents whole numbers, sums and differences on a number line diagram

STANDARDS ADDRESSED: 2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.

First Trimester: Benchmarks –	
	Not assessed in this trimester

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks – Not assessed during this trimester	
Warning (1)	Unable to represent whole numbers, sums and differences within 100 on a number line diagram.
Needs Improvement (2)	Requires teacher support and prompting to represent whole numbers, sums and differences within 100 on a number line diagram.
Proficient (3)	Independently represents whole numbers, sums and differences within 100 on a number line diagram.
Advanced (4)	

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Grade 2 Scoring Rubric Math

MEASUREMENT AND DATA

Essential Standard: Tells time to the nearest 5 minutes and applies time concepts (e.g. hours in a day)

STANDARDS ADDRESSED: 2.MD 7.Tell and write time from
analog and digital clocks to the nearest five minutes, using
a.m. and p.m.
MA.7.a. Know the relationships of time, including seconds in
a minute, minutes in an hour, hours in a day, days in
a week, a month, and a year; and weeks in a month
and a year.

Needs Improvement (2)	Requires teacher prompting and support to tell and write to time in 5 minute increments using analog and digital clocks.
Proficient (3)	Independently tells time in 5 minute increments using both analog and digital clocks using a.m. and p.m.
Advanced (4)	Demonstrates knowledge of the time concepts at a complex level through problem solving and well developed, explicit explanations.

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks –	
Warning (1)	Unable to demonstrate knowledge of the relationships of time (e.g. hours in day)
Needs Improvement (2)	Requires teacher prompting and support to demonstrate knowledge of the relationships of time (e.g. hours in a day)
Proficient (3)	Independently demonstrates knowledge of the relationships of time (e.g. hours in a day)
Advanced (4)	

Third Trimester: Benchmarks –	
Warning (1)	Unable to accurately tell and/or write time in 5 minute increments using analog and digital clocks.

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Grade 2 Scoring Rubric Math

MEASUREMENT AND DATA
Essential Standard: Solves problems using money (dollars, quarters, dimes, pennies)

STANDARDS ADDRESSED: 2.MD 8. 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?*

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of solving one – two –step word problems involving money situations.
Needs Improvement (2)	Requires teacher prompting and support to solve one- and two- step word problems involving money situations adding to, taking from and comparing.
Proficient (3)	Independently adds and subtracts to solve one –and two-step word problems involving money situations adding to, taking from, comparing with unknowns in all positions.
Advanced (4)	Creates two step word problems involving money situations and write equations with unknown in all positions.

Third Trimester: Benchmarks –	
Warning (1)	Little or no understanding of solving one – two

	–step word problems involving money situations.
Needs Improvement (2)	Requires teacher prompting and support to solve one- and two- step word problems involving money situations adding to, taking from and comparing.
Proficient (3)	Independently adds and subtracts to solve one –and two-step word problems involving money situations adding to, taking from, comparing with unknowns in all positions.
Advanced (4)	Creates two step word problems involving money situations and write equations with unknowns in all positions.

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Grade 2 Scoring Rubric Math

MEASUREMENT AND DATA
Essential Standard: Generate measurement data and show the data on a line plot

STANDARDS ADDRESSED: 2.MD 9.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 whole-number units.

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
Warning (1)	Unable to generate measurement data and show the data on a line plot.
Needs Improvement (2)	Requires teacher support and prompting to generate measurement data and show the data on a line plot.
Proficient (3)	Independently generates measurement data and shows the data on a line plot.
Advanced (4)	

Third Trimester: Benchmarks –	
	Not assessed in this trimester

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MEASUREMENT AND DATA

Essential Standard: Represent data by drawing picture/bar graphs (with single unit scale) with up to four categories and solves problems based on interpreting bar graphs

STANDARDS ADDRESSED: 2.MD 10.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,[4] using information presented in a bar graph.

First Trimester: Benchmarks –	
	Not assessed in this trimester

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of representing data in pictographs and bar graphs and unable to interpret data from bar graphs.
Needs Improvement (2)	Requires teacher prompting and support to represent data in pictographs and bar graphs and solves problems interpreting data from bar graphs.
Proficient (3)	Independently represents and solves problems interpreting data from bar graphs.
Advanced (4)	

Third Trimester: Benchmarks	
	Not assessed in this trimester

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[4] See Glossary, Table 1.

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GEOMETRY

Essential Standard: Uses attributes of shapes to identify and draw triangles, quadrilaterals, pentagons, hexagons and cubes

Proficient (3)	Independently identifies draws and describes the attributes (sides, angles, parallel sides) of the pentagon, hexagon and cube.
Advanced (4)	Identifies and describes attributes (sides, angles, family, parallel sides) of the pentagon, hexagon and cube and makes comparisons among the shapes.

Essential Knowledge Outcome*: **Students understand, explain, and apply the properties and relationships among and between geometric figures to appreciate the importance of geometry in our world.**

STANDARDS ADDRESSED: 2.G1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes

First Trimester: Benchmarks –	
	Not assessed in this trimester

Second Trimester: Benchmarks –	
	Not assessed in this trimester

Third Trimester: Benchmarks –	
Warning (1)	Little or no understanding of the attributes of the pentagon, hexagon and cube.
Needs Improvement (2)	Requires teacher prompting and support identifying and drawing the attributes of pentagon, hexagon and cube.

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[5] Sizes are compared directly or visually, not compared by measuring.

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GEOMETRY		Proficient (3)	Independently partitions shapes into halves, thirds, fourths and describes the whole as two halves, three thirds, four fourths.
Essential Standard: Partition shapes (circles, rectangles) into equal amounts.		Advanced (4)	

STANDARDS ADDRESSED: 2G.2.Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

3.   Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks –	
Warning (1)	Little or no understanding of the concept of equal shares and partitioning shapes into halves, thirds, fourths.
Needs Improvement (2)	Requires teacher prompting and support to partition shapes into equal shares of halves, thirds, fourths.

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