



# SJPS 2nd Grade Math Report Card Scales


## Domain: Operations & Algebraic Thinking

<p><b>State Standard: 2.OA.1</b> 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.-digit numbers. (including lengths)</p> <p><b>Report Card Standard Language:</b> Use addition and subtraction within 100 to solve one- and two-step word problems</p>	
4.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Solve one and two step addition and subtraction word problems within 100 involving adding to, taking from, putting together &amp; taking apart including drawings and equations to represent the unknown.</li> <li><b>AND</b> solve one and two step comparison word problems within 100 with unknowns in all positions, including drawings and equations with a symbol for the unknown number.</li> <li><b>AND</b> prove why their strategy works using drawings, equations, and words.</li> </ul>
3.0	 <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Solve one and two step addition and subtraction word problems within 100 involving adding to, taking from, putting together &amp; taking apart including drawings and equations to represent the unknown.</li> <li><b>AND</b> solve one and two step comparison word problems within 100 with unknowns in all positions, including drawings and equations with a symbol for the unknown number.</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Solve <u>one step</u> addition and subtraction word problems within 100 involving adding to, taking from, putting together &amp; taking apart including drawings and equations to represent the unknown.</li> <li><b>AND</b> solve <u>two step</u> addition and subtraction word problems within 100 involving adding to, taking from, putting together &amp; taking apart including drawings and equations to represent the unknown.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>With help and reteaching, I have partial success at the 2.0 level.</li> </ul>

<p><b>State Standard: 2.OA.2</b> Fluently <u>add</u> and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p><b>Report Card Standard Language:</b> Fluently adds within 20</p>	
4.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Know from memory all of the sums of numbers within 20.</li> <li><b>AND</b> identify patterns in addition equations in order to apply a strategy (i.e. making 10, doubles, near doubles, doubles +1).</li> <li><b>AND</b> assess why the selected strategy is the most effective in solving an equation.</li> <li><b>AND</b> prove that a strategy is not effective, citing evidence.</li> </ul>
3.0	 <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Know from memory all of the sums of numbers within 20.</li> <li><b>AND</b> identify patterns in addition equations in order to apply a strategy (i.e. making 10, doubles, near doubles, doubles +1).</li> <li><b>AND</b> assess why the selected strategy is the most effective in solving an equation.</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Know from memory all of the sums of numbers within 20.</li> <li><b>AND</b> Identify patterns in addition equations in order to apply a strategy (i.e. making 10, doubles, near doubles, doubles +1).</li> </ul>
1.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Know from memory all of the sums of numbers within 20.</li> </ul>


**State Standard: 2.OA.2 Fluently** add and **subtract** within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.

**Report Card Standard Language:** Fluently subtracts within 20


4.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know from memory all of the differences of numbers within 20.</li> <li>• <b>AND</b> identify patterns in subtraction equations in order to apply a strategy (i.e. making 10, doubles, near doubles, doubles +1).</li> <li>• <b>AND</b> assess why the selected strategy is the most effective in solving an equation.</li> <li>• <b>AND</b> prove that a strategy is not effective, citing evidence.</li> </ul>
<p>3.0</p> 	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know from memory all of the differences of numbers within 20.</li> <li>• <b>AND</b> identify patterns in subtraction equations in order to apply a strategy (i.e. making 10, doubles, near doubles, doubles +1).</li> <li>• <b>AND</b> assess why the selected strategy is the most effective in solving an equation.</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know from memory all of the differences of numbers within 20.</li> <li>• <b>AND</b> identify patterns in subtraction equations in order to apply a strategy (i.e. making 10, doubles, near doubles, doubles +1).</li> </ul>
1.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know from memory all of the differences of numbers within 20.</li> </ul>


**State Standard: 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.

**Report Card Standard Language:** Use repeated addition to find the total number of objects in a rectangular array.


4.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify a rectangular array.</li> <li>• <b>AND</b> find the total number of objects in a rectangular array/classify arrays based on a given total.</li> <li>• <b>AND</b> use repeated addition to find the total number of objects in a rectangular array.</li> <li>• <b>AND</b> analyze a given array and explain all possible equations.</li> </ul>
<p>3.0</p> 	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify a rectangular array.</li> <li>• <b>AND</b> find the total number of objects in a rectangular array/classify arrays based on a given total.</li> <li>• <b>AND</b> use repeated addition to find the total number of objects in a rectangular array.</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify a rectangular array.</li> <li>• <b>AND</b> find the total number of objects in a rectangular array/classify arrays based on a given total.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level.</li> </ul>


### Domain: Number & Operations in Base Ten

<b>State Standard: 2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones <b>Report Card Standard Language:</b> Understands that the value of a three-digit number represents hundreds, tens and ones.	
4.0	Analyze a three-digit number that is represented using multiple constructions.
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Deconstruct a number in standard form using a model such as drawings and expanded form/notation</li> <li>• <b>AND</b> construct a three digit number based on a model such as drawings and expanded form/notation.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Distinguish the value of a digit based on its place in a three digit number               <ul style="list-style-type: none"> <li>○ If there is an 8 in the tens place they know its value is 8 tens or 80</li> </ul> </li> </ul>
1.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify placement: hundreds, tens &amp; ones</li> </ul>


<b>State Standard: 2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <b>Report Card Standard Language:</b> Fluently add and subtract within 100 using multiple strategies	
4.0	Prove that a strategy is not effective, citing evidence.
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Use a strategy to solve addition and subtraction equations without using manipulatives</li> <li>• Assess why the selected strategy is effective in solving an equation (partial sums, borrow/carry algorithm, open number line, etc)</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Show how to add and subtract within 100 using manipulatives</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• Partially successful at the 2.0 level with help and reteaching</li> </ul>


### Domain: Measurement & Data

<b>State Standard: 2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <b>Report Card Standard Language:</b> Measure the length of an object using appropriate tools.	
4.0	Apply concepts to a real world measurement word problem
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Assess the length of an object accurately in US Customary &amp; Metric System units</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Distinguish between US Customary and Metric System</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• Identify appropriate tool needed for measurement</li> </ul>

<b>State Standard: 2.MD.8</b> 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?	
<b>Report Card Standard Language:</b> Use addition and subtraction within 100 to solve word problems involving money using symbols appropriately.	
4.0	<b>A score of 4.0 is not attainable for this standard.</b>
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Solve real world problems involving dollar bills, quarters, dimes, nickels, and pennies. I can support my answer with models and words.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Show how to add and subtract money.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>Identify coins and their values.</li> </ul>

**Domain: Geometry**

<b>State Standard: 2.G.1</b> 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.	
<b>Report Card Standard Language:</b> Recognize and draw shapes having specified attributes.	
4.0	Analyze a shape based on its given number of angles or equal faces using a written explanation.
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and draw shapes with specified attributes with a variety of orientations</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and draw shapes with specified attributes with common orientations</li> </ul>
1.0	<ul style="list-style-type: none"> <li>Sort shapes with like attributes</li> </ul>

<b>State Standard: 2.G.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	
<b>Report Card Standard Language:</b> Partition a rectangle into rows and columns to find the total number of squares.	
4.0	Explain multiple ways to partition a rectangle into rows and columns of same-size and find the total number of squares.
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Partition a rectangle into rows and columns with equal size squares.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Count the total number of equal size squares using rows and columns</li> </ul>
1.0	<ul style="list-style-type: none"> <li>Count the total number of equal size squares</li> </ul>