Proficiency Scales

Mathematics
Grade 2
2020

SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

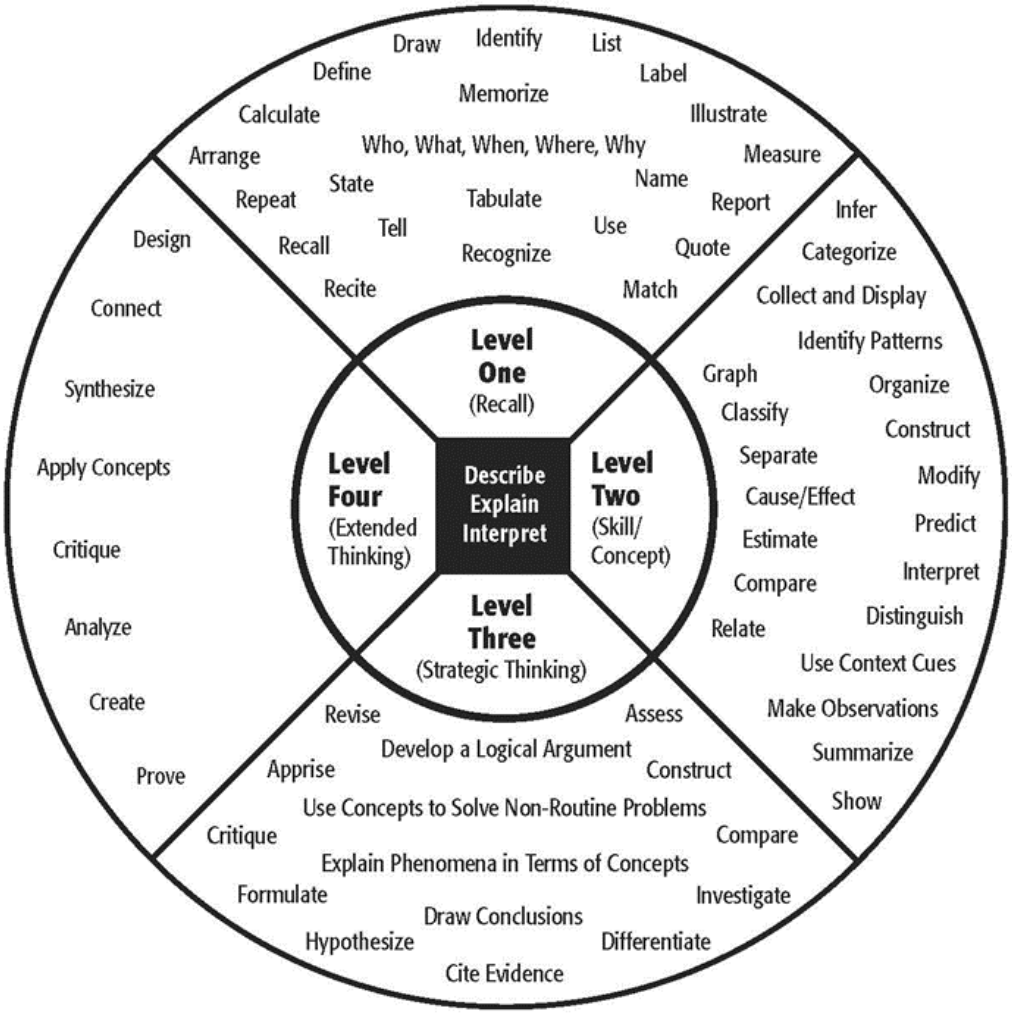
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for math.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

ESSENTIAL QUESTIONS AND BIG IDEAS

for MATH DOMAINS

Grade 2

Numbers and Operations

Essential Question: What do numbers represent and how do they help us to understand God's world?

Big Idea: Numbers represent an amount that helps us order and compare things in God's world.

Operations and Algebraic Thinking

Essential Question: How can simple math operations be used to explain God's creative power?

Big Idea: Addition and subtraction help us to understand God's desire to create and recreate.

Measurement

Essential Question: How does measurement help us discover God's creative design?

Big Idea: Measurement allows us to accurately describe the things that God has created.

Geometry

Essential Question: How does learning about shapes and their parts help us appreciate God's creation?

Big Idea: Shapes and their parts help us appreciate the beauty and order in everything God has designed.

Data Analysis, Statistics, and Probability

Essential Question: How can we collect and use information in a way that reflects God's orderly creation?

Big Idea: Information from God's vast creation can be measured, recorded, and displayed to assist in understanding and decision making.

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Numbers**	Grade: **2**

Standard: 2.NO.1 Read, write, and understand numbers up to 1000 using standard, number name, and expanded forms (2.NBT.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Write numbers within 1,000 using expanded form *(e.g., write the numbers 126, 404, 980, and "five hundred seventh-seven" in expanded form)* **DOK 2** **I can write numbers up to 1,000 using expanded form.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Digit, expanded form, number, number name, standard form* The student will perform basic processes, such as: • Read, count, and write numbers within 1,000 • Write three-digit numbers using standard form and number names *(e.g., when given a diagram depicting 8 bundles of 10 tens, 4 bundles of 10 ones, and 5 ones, write the number as 845 or as "eight hundred forty-five")*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Numbers**	Grade: **2**

Standard: 2.NO.2 Count by ones, fives, tens, and hundreds up to 1000 (2.NBT.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Count by ones, fives, tens, and hundreds up to 1000 starting at any number *(e.g., count from 168 to 206 by ones, skip count from 283 to 348 by fives, skip count from 799 to 909 by tens, skip count from 67 to 967 by hundreds)* **DOK 1** **I can start at any number and count by ones, fives, tens, and hundreds up to 1000.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Count, fives, hundreds, number, ones, skip count, tens* The student will perform basic processes, such as: • Count within 1000 • Count by ones, fives, tens, and hundreds up to 500 *(e.g., count from 1-55 by ones, skip count from 200 to 300 by fives, skip count from 400 to 500 by tens, skip count from 100 to 500 by hundreds)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Place Value**	Grade: **2**

Standard: 2.NO.3 Understand and compare three-digit numbers organized as groups of hundreds, tens, and ones; use place value to understand addition and subtraction (2.NBT.1,4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Compare two three-digit numbers based on the meanings of the hundreds, tens, and ones digits, using >, =, < symbols *(e.g., compare the numbers 848 and 756, 633 and 633, 551 and 557, 104 and 140, and 945 and "nine hundred forty-five" using <, =, > symbols)* **DOK 2** **I can compare two three-digit numbers using >, =, < symbols.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Compare, digit, hundreds, number, ones, tens* The student will perform basic processes, such as: • Explain 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)* • Represent the three digits of a three-digit number as amounts of hundreds, tens, and ones *(e.g., when given the numbers 227, 835, 491, 600, "four hundred thirty-five," and "one hundred one," use models, diagrams, or verbal explanations to describe the value of each number as an amount of hundreds, tens, and ones)* • Explain that 100 can be thought of as a bundle of ten tens, called a "hundred" • Explain that the numbers 100, 200, 300, 400, 500 . . . refer to one, two, three, four, five . . . hundreds (and 0 tens and 0 ones) • Explain that >, =, and < symbols can be used to record the comparison between numbers	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Place Value**	Grade: **2**

Standard: 2.NO.4 Mentally add and subtract multiples of ten and multiples of a hundred within 1000 (2.NBT.8)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Mentally add or subtract 10 or 100 to or from a given number between 100 and 900 **DOK 2** **I can add or subtract 10 or 100 to a number between 100 and 900 in my head.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Add, adding, difference, digit, mentally, number, ones, place, subtract, subtracting, sum, tens, value* The student will perform basic processes, such as: • Explain that when adding and subtracting numbers, the place and value of the digits is important for determining either the sum or the difference • Explain how to mentally find 10 or 100 more or 10 or 100 less than a given number between 100 and 900 *(e.g., the digits in the tens place and the ones place will remain the same when finding 100 more or 100 less; the digit in the ones place will remain the same when finding 10 more or 10 less)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Numbers and Operations** Strand: **Place Value**	Grade: **2**

Standard: 2.NO.5 Add and subtract within 1000 with regrouping using models or drawings (2.NBT.7)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Add within 1000 with regrouping using models or drawings and strategies based on place value and properties of operations *(e.g., calculate the sums of 705 + 180, 254 + 336, and 492 + 209)* **DOK 2** **I can use place value to add three-digit numbers within 1000 with regrouping.** • Subtract within 1000 with regrouping using models or drawings and strategies based on place value and properties of operations *(e.g., calculate the differences of 947-306, 738-519, and 804-175)* **DOK 2** **I can use place value to subtract three-digit numbers within 1000 with regrouping.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Add, calculate, compose, decompose, difference, digit, hundreds, ones, place value, properties of operations, regrouping, subtract, sum, tens* The student will perform basic processes, such as: • Explain 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 • Add or subtract within 100 without regrouping using models or drawings and strategies based on place value and properties of operations *(e.g., calculate the sums of 75 + 21 and 66 + 30; calculate the differences of 95 – 31 and 42 – 10)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Operations and Algebraic Thinking** Strand: **Addition/Subtraction**	Grade: **2**

Standards: 2.OAT.1 Understand, represent, compare, and apply addition and subtraction properties within 100 to solve one- and two-step word problems (2.OA.1) (2.NBT.5); add up to four 2-digit numbers (2.NBT.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Use addition and subtraction within 100 to solve one- and two-step word problems *(e.g., when given that 8 boys and some girls were playing on the swings at recess for a total of 17 children on the swings, and when given that after some more girls came over to play on the swings there were a total of 15 girls on the swings, determine how many more girls came over to play on the swings, using drawings and equations with a symbol for the unknown number to represent the problem)* **DOK 2** **I can add or subtract up to 100 to solve word problems.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Add, addition, difference, digit, equation, number, number line, place value, position, properties of operations, relationship, represent, strategy, subtract, subtraction, sum, symbol, unknown, whole number, word problem* The student will perform basic processes, such as: • Represent whole-number sums and differences within 100 on a number line • Fluently add and subtract within 100 *(e.g., using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction)* • Add up to four two-digit numbers *(e.g., using strategies based on place value and properties of operations)* • Explain that an unknown can be in any position of a mathematical situation *(e.g., 22 – 15 = ?, 22 - ? = 7, ? – 15 = 7)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Main**	Domain: **Operations and Algebraic Thinking** Strand: **Addition/Subtraction**	Grade: **2**
Standards: 2.OAT.2 Memorize and fluently add and subtract within 20 (2.OA.2)		

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Recall from memory all sums of two one-digit numbers **DOK 1** **I can add up to 20 in my head.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Add, digit, mental, number, strategy, subtract, sum* The student will perform basic processes, such as: • Fluently add and subtract within 20 using mental strategies *(e.g., use strategies such as making ten (8 + 6 = 8 + 2 + 4 = 10 + 4 = 14), decomposing a number leading to a ten (13 – 4 = 13 = 3 – 1 = 10 – 1 = 9), the relationship between addition and subtraction (knowing that 8 + 4 = 12, one knows 12 – 8 = 4), creating equivalent but easier or known sums (adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13))*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Main**	Domain: **Operations and Algebraic Thinking** Strand: **Multiplication**	Grade: **2**

Standards: 2.OAT.3 Determine if a group of objects within 20 represents an odd or even number (2.OA.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • 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);* if the total is even, write an equation to express the total as a sum of two equal addends **DOK 2** **I can write an equation which shows adding the same two numbers will result in an even number.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • Addends, decomposed, equal, equation, even, member, number, odd, pairing, sum, total, whole number The student will perform basic processes, such as: • Explain that whole numbers are odd or even • Explain that when pairing an even numbered group of objects, no members are left over *(e.g., using objects to explain what even means)* • Explain that when pairing an odd numbered group of objects, one member is left over *(e.g., using objects to explain what odd means)* • Show that an even number may be decomposed into two equal addends *(e.g., 10 = 5 + 5; 8 = 4 + 4)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Math**	Domain: **Operations and Algebraic Thinking** Strand: **Multiplication**	Grade: **2**

Standards: 2.OAT.4 Write an equation to represent the total as a sum of equal addends with up to 5 groups of 5 objects (2.OA.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Use addition to find the total number of objects in a rectangular array with up to 5 rows and 5 columns; write an equation to express the total as a sum of equal addends *(e.g., when given an array with 5 rows and 3 columns, use addition to find the number of objects in the array; write the equation 3 + 3 + 3 + 3 + 3 = 15 or 5 + 5 + 5 = 15 to express the total)* **DOK 2** **I can write an equation which shows the number of objects in a rectangular array.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Addend, addition, column, equal, equation, number, rectangular array, row, solution, sum, total* The student will perform basic processes, such as: • Show that each row in an array has an equal number of objects *(e.g., examine an array to determine that each row has an equal number of objects)* • Show that each column in an array has an equal number of objects *(e.g., examine an array to determine that each column has an equal number of objects)* • Show that adding rows or columns of an array will result in the same solution *(e.g., compare the sum of objects in an array by counting first rows, then columns)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Measurement** Strand: **Length**	Grade: **2**

Standards: 2.M.1 Measure and estimate lengths in standard units (e.g., inches, feet, centimeters, meters) using appropriate tools (e.g., rulers, yardsticks, meter sticks) (2.MD.1,3)
2M.2 Measure, compare, and describe the length of an object using two units of measurement (e.g., inches and yards, centimeters and meters) (2.MD.2)
2.M.3 Measure to compare the length of two objects using a standard length unit (2.MD.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Estimate length using units of inches, feet, centimeters, and meters (*e.g., estimate the length of your shoe, then check the estimation using inches)* **DOK 2** **I can measure the length of things using inches, feet, centimeters, and meters.** • Measure to determine how much longer one object is than another, expressing the difference in standard units (*e.g., use inches to determine how much longer the table is than the desk)* **DOK 2** **I can measure and find the difference between lengths of two objects using a standard unit of length.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Centimeter, compare, estimate, express, foot, inch, length, measure, measurement, measuring tape, meter, meter stick, ruler, standard, tool, unit, yardstick* The student will perform basic processes, such as: • Measure length of objects by selecting and using appropriate standard tools *(e.g., rulers, yardsticks, meter sticks, and measuring tapes)* • Compare two measurements of the same object made using different units *(e.g., measure an object using inches and centimeters, and describe how the two measurements relate to the size of the unit chosen)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: Math	Domain: **Measurement** Strand: **Length**	Grade: **2**

Standards: 2.M.4 Use addition and subtraction equations within 100 to solve word problems involving lengths of the same unit (2.MD.5)
2.M.5 Represent whole numbers as equally spaced lengths from 0 on a number line; represent sums and differences within 100 on a number line (2.MD.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Use addition and subtraction within 100 to solve one- or two-step word problems involving lengths that are given in the same units *(e.g., Ann is helping her dad build a doghouse. She measured the carpet to put inside the doghouse and it was 66 inches long. She only needs 31 inches for the inside of the doghouse. She cut the carpet and had a piece left over. Solve by using drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem.)* **DOK 2** **I can use addition and subtraction to solve word problems involving length of the same units up to 100.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Addition, centimeter, difference, equation, inch, length, measured, measurement, number, number line, represent, ruler, solve, subtraction, sum, symbol, tool, unit, unknown, whole number, word problem* The student will perform basic processes, such as: • Explain that there is a relationship between number lines and measurement tools *(e.g., a number line is similar to a ruler in that whole numbers are 1 unit apart)* • Represent whole-number sums and differences as lengths within 100 on a number line *(e.g., Juan's dog is 56 centimeters long and Jorge's dog is 32 centimeters long. If the boys lined up the dogs nose to tail in a line, how long are the two dogs?)* • Explain that a symbol can be used to represent an unknown number	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Measurement** Strand: **Time**	Grade: **2**

Standard: 2.M.6 Tell and write time to the nearest five minutes from analog and digital clocks using a.m. and p.m. (2.MD.7)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Tell and write time from analog clocks to the nearest five minutes using a.m. and p.m. *(e.g., given a series of clock faces with the minute hand on one of the numbers, tell and write time to the nearest five minutes using a.m. or p.m.)* **DOK 2** **I can tell and write time using an analog clock to the nearest 5 minutes.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • Analog, clock, digital, minute, nearest, time The student will perform basic processes, such as: • Explain a.m. and p.m. *(e.g., explain that the 24 hours in a day are split into two 12-hour segments, described as a.m. and p.m.; identify things that happen in the a.m. and p.m.)* • Tell and write time from digital clocks to the nearest five minutes using a.m. and p.m. *(e.g., given a series of digital clock faces with time at five-minute intervals, tell and write time to the nearest five minutes using a.m. or p.m.)* • Make the connection between counting by 5s and telling time on an analog clock *(e.g., beginning at 1 on an analog clock, count by fives as you make your way to 12 on the clock)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Math**	Domain: **Measurement** Strand: **Money**	Grade: **2**

Standard: 2.M.7 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ (2.MD.8)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using symbols appropriately *(e.g., if you have 2 dimes and 3 pennies, how many cents do you have?)* **DOK 2** **I can solve word problems using dollars, quarters, dimes, nickels, and pennies.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: *Cent, dime, dollar bill, nickel, penny, quarter, symbol, value, word problem* The student will perform basic processes, such as: • Recognize symbols, such as $, ., and ¢ • Recognize or recall the values of dollar bills, quarters, dimes, nickels, and pennies	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Geometry** Strand: **Shapes**	Grade: **2**

Standard: 2.GEO.1 Recognize and draw two- and three-dimensional shapes having specified attributes (2.G.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Draw shapes that have specific attributes *(e.g., such as a given number of angles or a given number of equal faces)* ***DOK 3*** **I can draw shapes that have specific attributes.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Angle, attribute, cube, equal, face, hexagon, number, pentagon, quadrilateral, shape, triangle* The student will perform basic processes, such as: • Identify shapes by examining their defining attributes *(e.g., when given a set of geometric figures, identify each figure as a triangle, quadrilateral, pentagon, hexagon, or cube; explain why or why not each figure belongs to a particular category)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Math**	Domain: **Geometry** Strands: **Area, Fractions**	Grade: **2**

Standards: 2.GEO.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares (2.G.2)
2.GEO.3 Partition circles and rectangles into two, three, and four equal parts; describe the whole and its parts using the words halves, thirds, half of, third of, etc.; understand that equal parts need not have the same shape (2.G.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Partition circles and rectangles into equal shares and describe the shares *(e.g., when given a circle and a rectangle, partition them into two, three, or four equal shares, and 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)* **DOK 3** **I can divide circles and rectangles into equal parts and describe the parts.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Circle, column, count, divide, equal, fourth, half, identical, number, partition, rectangle, row, shape, share, size, square, third, total, whole* The student will perform basic processes, such as: • Partition a rectangle into rows and columns of same-size squares and count to find the total number *(e.g., when given a rectangle, partition the rectangle into 4 rows and 5 columns of same-size squares and count to find the total number)* • Determine that equal shares of identical wholes need not have the same shape *(e.g., partition two rectangles into fourths in different ways)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Math**	Domain: **Data Analysis, Statistics, and Probability** Strand: **Data**	Grade: **2**

Standards: 2.DSP.1 Generate measurement data by measuring lengths of several objects to the nearest whole unit; show the measurements by making a line plot (2.MD.9)
2. DSP.2 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solve simple addition, subtraction, and comparison problems using information in a bar graph (2.MD.10)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Generate measurement data by measuring lengths of several objects to the nearest whole unit and show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units *(e.g., measure several ribbons to the nearest inch, and create a line plot to represent the data)* **DOK 2** **I can measure lengths of several objects to the nearest whole unit and show the data on a line plot.** • Solve simple addition, subtraction, and compare problems using information presented in a bar graph *(e.g., given a bar graph of apples sold in the months of January through April, answer the question "How many more apples were sold in February than January?")* **DOK 2** **I can solve problems using information presented in a bar graph.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Addition, bar graph, category, compare, data, horizontal scale, length, line plot, measure, picture graph, scale, subtraction, unit, whole number* The student will perform basic processes, such as: • Interpret a line plot *(e.g., given a line plot with measurement data, answer questions about the data)* • Interpret a picture graph and a bar graph *(e.g., given a picture graph of students' favorite ice cream flavors, answer the question "How many students like strawberry ice cream the best?")* • Draw a picture graph and a bar graph with a single unit scale to represent a data set with up to four categories *(e.g., create a picture graph to display the number of each type of fish in a fish tank; create a bar graph to display the number of students in a class whose favorite sport is basketball, baseball,*	

	football, or soccer)	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	