

2nd Grade RAMP Year At A Glance

Key: ■ Major Work □ Supporting Work ● Additional Work

2nd Grade Standard	Foundational Standard	Guiding Question	Assessment	Item(s)
■ 2.OA.2	■ 1.OA.6	Does my student have fact fluency with addition and subtraction within 10?	G2-M1	1
■ 2.NBT.5	■ 1.OA.6	Does my student have mental strategies for addition and subtraction within 20?	G2-M1	2
■ 2.NBT.5	■ 1.NBT.5 ■ 1.NBT.6	Can my student use place value understanding and properties of operations to add and subtract within 100?	G2-M1	2
■ 2.MD.1	■ 1.MD.2	Can my student express the length of an object as a whole number of length units? Specifically, does my student attend to the following: <ul style="list-style-type: none"> ● Using same sized units to measure? ● Avoiding gaps or overlaps of unit of measure? ● Measuring the object end to end? 	G2-M2	1
■ 2.NBT.1	■ 1.NBT.2	Does my student understand that the two digits in a two-digit number represent amounts of tens and ones?	G2-M3	1-2
■ 2.NBT.2	■ 1.NBT.1	Can my student count to 120, starting at any number less than 120?	G2-M3	3
■ 2.NBT.4	■ 1.NBT.3	Can my student compare two two-digit numbers using place value reasoning?	G2-M3	4-5
■ 2.OA.1	■ 1.OA.1	Can my student use addition and subtraction within 20 to solve word problems?	G2-M4	1-4
■ 2.NBT.7	■ 1.NBT.4	Can my student add within 100, including the following situations: <ul style="list-style-type: none"> ● Adding a two-digit number to a multiple of 10? ● Adding two-digit numbers, with and without having to compose a ten? 	G2-M4	5-7
■ 2.NBT.7	■ 1.NBT.6	Can my student subtract multiples of ten from multiples of 10? (e.g. 90-20, 50-10)	G2-M4	8
□ 2.MD.8	● 1.MD.3 ¹	Can students recognize and identify coins, their	G2-M7	3-4

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		names, and their value?		
□ 2.MD.8	⦿ 1.MD.3 ¹	Can students count a mixed collection of dimes and pennies to determine the cent value?	G2-M7	5
□ 2.MD.10	□ 1.MD.4	Can students organize, represent and interpret data with up to three categories?	G2-M7	1-2
□ 2.MD.7	⦿ 1.MD.3	Can students tell and write time in hours and half-hours using analog and digital clocks?	G2-M8	1-2
⦿ 2.G.1	⦿ 1.G.1	Can students draw shapes with specific defining attributes?	G2-M8	3
⦿ 2.G.3	⦿ 1.G.3	Can students partition circles and rectangles into two and four equal shares and describe the shares with the words halves, fourths, and quarters?	G2-M8	4-5

(■) Major, (□) Supporting, and (⦿) Additional Work: [CCSS Where to Focus Mathematics](#)

¹ For this assessment, New York's version of standard 1.MD.3 is used to include an assessment item that focuses on foundational skills with coins.



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Portions of this resource
are adapted from Go
Math, Illustrative
Mathematics,
EngageNY.org