



URBANDALE
COMMUNITY SCHOOL DISTRICT

2nd Grade Mathematics

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statement that indicates the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and therefore should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that aligns to the learning requirement. Each proficiency scale is unidimensional meaning it outlines the levels of learning related to a single skill, concept, or understanding. There are frequently more than one proficiency scale that aligns and informs the overall level of proficiency for a learning requirement. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

Grading for Learning Implementation Expectations

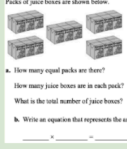
How are learning requirements and proficiency scales used to determine course/content area scores or grades?

A score (level of proficiency) for a learning requirement is determined by using a body of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity is tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and if they are not, then review the evidence for level 2.0 or 4.0. The last piece of evidence should hold the most weight when making a decision about a student's level of proficiency.

In the example below, the student has received scores for multiple pieces of evidence connected to one learning requirement. Since the evidence shows learning progress over time, the scores are not averaged. The last piece of evidence holds the most weight in determining the overall learning requirement proficiency because it is the most recent evidence of student learning.

Evidence	Score	Learning Requirement	Level of Proficiency
Cool Down	1.0	I can represent and solve multiplication and division problems.	3.0
Section Checkpoint	2.0		
Center Observational Data	3.0		
Unit Assessment	3.0		

The Anatomy of the Proficiency Scale

Grade 3 Mathematics		
Learning Requirement: I can represent and solve problems involving multiplication. Prioritized Standard: 3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.		
Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Develop strategies for multiplying two-digit numbers	When given the problem 8×37 , reason that $37 = 30 + 7$ and $30 = 3 \times 10$, then use the distributive properties to rewrite the problem as $8 \times 3 \times 10 + 8 \times 7$.
3.0 Meets Grade Level Standard	The student will: Represent multiplication problems using models or diagrams (for example, when given the problem, represent the problem as an array of objects arranged in rows and columns and identify the total number of objects as).	 Packs of juice boxes are shown below. a. How many equal packs are there? _____ b. How many juice boxes are in each pack? _____ c. What is the total number of juice boxes? _____ d. Write an equation that represents the arrangement of juice boxes. _____
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary array, factor, multiplication, multiply, product Perform basic processes such as: - Identify the components of a multiplication problem (factors, multiplication symbol, and product). - Describe multiplication as repeated addition or as groups of a factor. For example, describe the problem as sets of added together () or as "three fours." - Represent multiplication using groups of equal objects. For example, describe as representing the total number of objects in groups of objects each. - Represent multiplication using arrays of objects. For example, describe as representing the total number of objects in an array of rows and columns. - Identify the multiplication problem represented by a given model or diagram. For example, when given an array of objects arranged in rows and columns, explain that the array represents the problem.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 content contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students are scoring a 2.0 or less on the content within a proficiency scale or reporting topic the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0 the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnose need and match an supplemental intervention during the intervention block to support the student in reaching proficiency.

Grade 2 Learning Requirements & Proficiency Scales

Unit	Learning Requirements
Unit 1	<u>I can fluently add and subtract within 20.</u>
	<u>I can use data to answer questions.</u>
Unit 2	<u>I can add within 100.</u>
	<u>I can subtract within 100.</u>
	<u>I can solve addition and subtraction story problems within 100.</u>
Unit 3	<u>I can measure and estimate lengths.</u>
	<u>I can represent data on a line plot.</u>
	<u>I can solve addition and subtraction story problems within 100.</u> **
Unit 4	<u>I can add within 100.</u> **
	<u>I can subtract within 100.</u> **
Unit 5	<u>I can understand place value of 3-digit numbers.</u>
Unit 6	<u>I can reason with shapes and their attributes.</u>
	<u>I can tell and write time to the nearest 5 minutes.</u>
	<u>I can solve money word problems involving dollars and cents.</u>
	<u>I can solve addition and subtraction story problems within 100.</u> **
Unit 7	<u>I can add within 1,000.</u>
	<u>I can subtract within 1,000.</u>
Unit 8	<u>I can develop foundations for multiplication and division.</u>
	<u>I can reason with shapes and their attributes.</u> **

** Repeated Learning Requirement

Grade 2 Reporting (3.0 level of proficiency)	Trimester 1		Trimester 2			Trimester 3		
Learning Requirement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Fluently add and subtract within 20								
Use data to answer questions								
Add within 100								
Subtract within 100								
Solve addition and subtraction story problems within 100								
Measure and estimate lengths								
Represent data on a line plot								
Use place value understanding of 3-digit numbers								
Reason with shapes and their attributes								
Tell and write time to the nearest 5 minutes.								
Solve money word problems involving dollars and cents.								
Add within 1,000								
Subtract within 1,000								
Develop foundations for multiplication and division								

Learning Requirement: I can **fluently add and subtract within 20.**

Prioritized Standard: 2.OA.B.2 Fluently add and subtract within 20 using efficient mental strategies listed below.

- Counting on.
- Counting back.
- Making ten.
- Decomposing a number leading to a ten.
- Using the relationship between addition and subtraction.
- Creating equivalent, but easier or known sums.
- Adding up to subtract.

By the end of Grade 2, flexibly, efficiently and accurately find all sums of two one-digit numbers. (DOK 1)

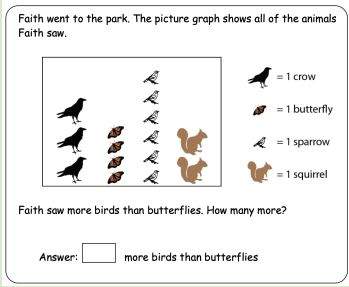
Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: • Use multiple addends to strategically equal a given number. • Analyze student work samples to determine errors and inefficiencies and be able to correct/improve the strategy.	◀ Choose 3 of these 7 cards and get as close to 20 as possible. 1 3 4 5 7 8 9 Look at how Jida solved this problem. What feedback would you give? 15-9=8 I know this because 16-8=8 so 15-9=8 because 9 is one more than 8 and 15 is one less than 16.
3.0 Meets Grade Level Standard	The student will: • Fluently add within 20 using mental strategies. • Fluently subtract within 20 using mental strategies.	15-9= Students may choose to decompose numbers in relationship to the number 10. For example, 15 – 9 could also be thought of as 15 – 5 – 4.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: fluent, add, sum, equals, strategy, efficient, subtract, difference Perform basic processes such as: • Fluently adds within 10 using mental strategies. • Fluently subtract within 10 using mental strategies. • Solves within 20 using concrete or pictorial models. • Solves addition problems within 20 using concrete or pictorial models from 11 to 20 • Represents efficient addition strategies but with concrete or pictorial models from 11 to 20. • Explain why an addition strategy works, using the properties of operations. For example, use reasoning about composing and decomposing numbers along with models or drawings representing multi-digit numbers as groups of hundreds, tens, and ones to explain why a given strategy for adding multi-digit numbers works.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

0.0

Even with help, no understanding or skill demonstrated.

Learning Requirement: I can **use data to answer questions.**

Prioritized Standard: 2.MD.D.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 problems: put-together, take-apart, and compare, using information presented in a bar graph. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Explain why a picture graph or a bar graph would be more suitable for displaying a particular data set.	If you wanted to graph how the students in our school arrive at school would you use a bar graph or a picture graph? Why?
3.0 Meets Grade Level Standard	The student will: - Solve problems using information presented in picture and bar graphs or scales - Display categorical data using bar or picture graphs	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: bar graph, data, picture graph Perform basic processes such as: - Organize a set of data into different categories. - Explain that a picture graph is used to display the number of objects that belong to each of a set of different categories. - Know the components of a picture graph (graph title, category labels, pictures, key). - Describe the count scale of a bar graph as a segment of a number line. - Explain that the combined number of objects in two or more categories of a picture or bar graph can be calculated by adding the number of objects indicated by the specified categories or by counting the total number of units displayed by each category. - Explain that the difference in the number of objects between two categories of a picture or bar graph can be calculated by subtracting the number of objects indicated by the smaller category from the number of objects indicated by the larger category or by counting the difference in the number of units displayed by the categories.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can add within 100		
Prioritized Standard: 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (DOK 1,2)		
Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Generate multiple addends to equal 100.	Make a list of 10 pairs of numbers that add together to make 100.
3.0 Meets Grade Level Standard	The student will: Fluently add two digit numbers within 100 using an appropriate strategy.	Solve the problem and explain your thinking. 45+36
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: compose, sum Perform basic processes such as: - Decompose and recompose addends to make groups of 10s or 100s. - Explain that multi-digit numbers can be added together by adding like place values. - Mentally add 10 to any given two digit number	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can subtract within 100		
Prioritized Standard: 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (DOK 1,2)		
Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Can evaluate the work of another student's solution and explain their reasoning.	Here is Jada's method for finding the value of $73 - 58$. $73 - 60 = 13$ $13 + 2 = 15$ a. Explain why Jada's method works.
3.0 Meets Grade Level Standard	The student will: Fluently subtract within 100 using an appropriate strategy.	Find the value of each difference. Type your answers in the boxes. a. $60 - 5$ b. $76 - 9$
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: decompose, strategy Perform basic processes such as: - Explain why a subtraction strategy works, using place value and the properties of operations. - Decompose and recompose the place values of a minuend so that each place contains a value larger than that in the corresponding place of the subtrahend. - Decompose the numbers of a subtraction problem to lead to groups of 10s. - Fluently subtract within 20 using mental strategies. - Mentally subtract 10 from a given 2 digit number.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can solve addition and subtraction story problems within 100.

Prioritized Standard: 2.OA.A.1 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. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: - Explain the advantages and disadvantages of different strategies for representing word problems (for example, explain why drawings might make a word problem easier to picture but would take longer to create than equations). - The student is able to write a story problem when given an equation	The student is able to compare and contrast the efficiency and benefits of specific solution paths when solving a math story with the unknown in different locations. They are able to cite evidence from the solution that makes it more efficient. Student writes a math story to represent the subtraction problems: $35 - \square = 17$, $60 - 41 = \square$ or $\square - 35 = 29$
3.0 Meets Grade Level Standard	The student will: Solve addition and subtraction word problems with the unknown in all locations for problems with numbers up to 100.	A pencil costs 59 cents, and a sticker costs 20 cents less. How much do a pencil and a sticker cost together? There were 71 books on a shelf in the media center at the start of the day. 26 books were checked out in the morning. 15 books were checked out in the afternoon. How many books were left on the shelf at the end of the day? Show your thinking using drawings, numbers, or words and write an equation.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: sum, equation, addend, difference, unknown Perform basic processes such as: - Create diagrams or equations with a symbol for the unknown quantity to model addition or subtraction situations from word problems. - Rewrite a given addition or subtraction equation as multiple different addition or subtraction equations relating the same numbers.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can measure and estimate lengths.

Prioritized Standards:

2.MD.A.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. (DOK 2, 3)

2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks															
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Estimate the length of a given object (for example, estimate the length of a book in inches and in centimeters or the width of a classroom in feet and in meters by using comparisons to known benchmarks or by iterating a mental image of the unit of measurement).	If all of your classmates stand side by side with your arms stretched out, about how long of a line do you think you can make? Explain your reasoning including the unit of measure you choose. Complete the table with objects that you think will match the measurements. <table> <tr> <th>Object I measured</th><th>Estimated Measurement</th><th>Actual Measurement</th></tr> <tr> <td></td><td>7 centimeters</td><td></td></tr> <tr> <td></td><td>7 inches</td><td></td></tr> <tr> <td></td><td>7 feet</td><td></td></tr> <tr> <td></td><td>7 meters</td><td></td></tr> </table>	Object I measured	Estimated Measurement	Actual Measurement		7 centimeters			7 inches			7 feet			7 meters	
Object I measured	Estimated Measurement	Actual Measurement															
	7 centimeters																
	7 inches																
	7 feet																
	7 meters																
3.0 Meets Grade Level Standard	The student will: - Measure the length of an object to the nearest whole unit (for example, measure the length of a given object to the nearest inch, centimeter, foot, or meter). - Estimate the lengths using units of inches, feet, centimeters, and meters.	Estimate how many centimeters long the rectangle is. Measure the rectangle to the nearest centimeter. How does your estimate compare to your measurement? 															
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: centimeter, foot, inch, meter Perform basic processes such as: - Explain that the length of an object is measured as the number of equal-sized length units necessary to iterate from one endpoint of the object to the other without gaps or overlaps. - Explain that one endpoint of an object being measured must be aligned with the zero mark of the measuring tool. - Choose the appropriate tool to measure the length of a given object. - Correctly label units when recording measurements of length. - Relate units of length to the lengths of familiar objects.																
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.																
0.0	Even with help, no understanding or skill demonstrated.																

Learning Requirement: I can represent data on a line plot.

Prioritized Standard: 2.MD.D.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. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks																						
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Explain why a line plot is helpful in displaying data OR Create a line plot so the set of data is true.	Create and label a line plot for foot lengths so that all of these statements are true: a. There are 7 total foot lengths. b. The most common foot length measured was 6 inches. c. The difference between the longest foot and the shortest foot was 4 inches.																						
3.0 Meets Grade Level Standard	The student will: Display categorical data on a line plot or number line.	The table shows the lengths of ribbon measured by 10 students. Complete the line plot using the data in the table. <table><tr><th>Students</th><th>Ribbon length in inches</th></tr><tr><td>Andre</td><td>5</td></tr><tr><td>Clare</td><td>6</td></tr><tr><td>Elena</td><td>4</td></tr><tr><td>Jada</td><td>5</td></tr><tr><td>Kiran</td><td>6</td></tr><tr><td>Lin</td><td>3</td></tr><tr><td>Mai</td><td>4</td></tr><tr><td>Noah</td><td>4</td></tr><tr><td>Priya</td><td>7</td></tr><tr><td>Tyler</td><td>3</td></tr></table> </	Students	Ribbon length in inches	Andre	5	Clare	6	Elena	4	Jada	5	Kiran	6	Lin	3	Mai	4	Noah	4	Priya	7	Tyler	3
Students	Ribbon length in inches																							
Andre	5																							
Clare	6																							
Elena	4																							
Jada	5																							
Kiran	6																							
Lin	3																							
Mai	4																							
Noah	4																							
Priya	7																							
Tyler	3																							

Learning Requirement: I can understand place value of 3-digit numbers.**Prioritized Standards:**

2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (DOK 1, 2)

2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using terms "greater than", "less than", and "equal to", connecting to the use of $>$, $=$, and $<$ symbols. . (DOK 2)

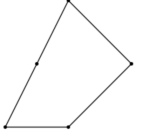
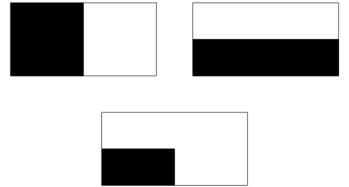
Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Determine how many units of a specified place are represented by a given number.	When given the number 859, determine the total number of tens represented by the number. (85)
3.0 Meets Grade Level Standard	The student will: - Read and name numbers to 1000. - Write numbers/number names to 1000. - Write three-digit numbers in expanded form. - Compare the values of three-digit numbers using $<$, $>$, and $=$ symbols.	127 is a number. Write it as a sum of 100's, 10's, and 1's. Write its name in words. Draw a picture to represent the number. Locate it on a number line. Use $<$, $>$, or $=$ to complete the following: 848 ____ 756 633 ____ 633 551 ____ 557 104 ____ 140 945 ____ nine hundred forty-five
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: Expanded form, standard form, hundreds place Perform basic processes such as: - Identify the place value of a specified digit of a given three-digit number. Explain that the expanded form of a number expresses that number as the sum of the values represented by each place value of the number. - Explain that the equals sign indicates that the numbers or expressions on either side of the sign have the same value. - Explain how to write comparisons using "less than" and "greater than" symbols. - Compare like place values between two three-digit numbers.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can reason with shapes and their attributes.

Prioritized Standards:

2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify two dimensional shapes: triangles, quadrilaterals, rectangles, squares, trapezoids, pentagons, hexagons, circles, half-circles and quarter-circles, and three-dimensional figures: cubes, right rectangular prisms, right circular cones, and right circular cylinders. (Sizes are compared directly or visually, not compared by measuring.) (DOK 1,2)

2.G.A.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. (DOK 2,3)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Design figures with a given set of attributes that do not belong to a common category of geometric figure (for example, draw a figure with two long sides of equal length and two short sides of equal length that is not a rectangle).	Priya says this shape is a quadrilateral. Han says this shape is a pentagon. Who do you agree with? 
3.0 Meets Grade Level Standard	The student will: - Recognize and create geometric figures with a specified set of attributes (for example, draw two-dimensional figures having a specified number of sides, a specified number of angles, sides of equal length, angles of equal size, or a specified number of right angles) - Partition circles and rectangles into equal parts	Draw a quadrilateral with one square corner and two equal sides. Ms. Nim gave her students a picture of a rectangle. Then she asked them to shade in one half of the rectangle. Here are three pictures:  Which ones show one half? Explain.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: attribute, right angle, face, quadrilateral, pentagon, hexagon, cube, partition, half, third, fourth Perform basic processes such as: - Explain that two-dimensional figures can be classified according to their number of sides. - Sort a given set of geometric figures according to their geometric attributes. - List defining attributes (number of sides, number of angles, length of sides, and size of angles) of categories of two-dimensional figures (triangles, quadrilaterals, rectangles, squares, trapezoids, pentagons, hexagons, circles, half-circles and quarter-circles). - List defining attributes (number and shape of faces) of common three-dimensional figures (cubes, right rectangular prisms, right circular cones, and right circular cylinders). - Draw sides of equal length. - Draw angles of equal size. - Identify and draw right angles.	

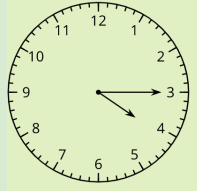
	• Complete the tiling of a given rectangle that has been partially tiled with same-size squares. • Tile a given rectangle with same-size squares. • Explain that when a rectangle is partitioned into smaller squares or rectangles of the same size, the squares or rectangles will be aligned vertically and horizontally with each other. • Describe a rectangle partitioned into same-size squares or rectangles as being composed of repeated rows or columns of cells.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can tell and write time to the nearest 5 minutes.

Prioritized Standards:

2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (DOK 1)

2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: - Tell time across time zones.	If the time is 10:35 a.m. in Chicago, what time is it in the United Kingdom if it is 6 hours ahead?
3.0 Meets Grade Level Standard	The student will: - Tell time to the nearest five minutes, including a.m. and p.m.	What time does this clock show? 
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: a.m., p.m. Perform basic processes such as: - Identify the components of an analog clock (hour hand, minute hand, numerals, and minute marks) and the hour and minute displays of a digital clock. - Determine the last whole hour (the current hour) indicated by the position of the hour hand on a clock. - Explain that the minute hand makes 1 full revolution every hour and that its position indicates the number of minutes past the last whole hour. - Explain that each minute mark on a clock face represents a single minute, and that a clock face displays 5 minute marks between each numeral and 60 minute marks total. - Explain that the suffix a.m. indicates the first half of the day (from midnight until noon) and the first revolution of the hour hand, and the suffix p.m. indicates the second half of the day (from noon until midnight) and the second revolution of the hour hand. - Record time using the correct notation.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can solve money word problems involving dollars and cents.

Prioritized Standards:

2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. For example, if you have 3 quarters, 2 dimes and 4 pennies, how many cents do you have? For this standard, it may be appropriate to record amounts using decimals but does not include adding and subtracting with decimals.

2.MD.IA.C.2 Identify nickels, quarters and dollars and know their values.

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Solve problems involving currency values with totals greater than 100¢.	Kira wants to buy several sheets of stickers that cost 67¢ each. She has 1 dollar bill, 5 quarters, 7 dimes, 3 nickels, and 26 pennies. How many sheets she can buy and how much money she will have left over?
3.0 Meets Grade Level Standard	The student will: Solve word problems involving addition and subtraction with dollars, quarters, dimes, nickels, and pennies.	Jamir has collected some pennies in a jar. Recently, he added coins other than pennies to his jar. Jamir reached his hand into the jar and pulled out this combination:  a. Jamir wants to count the total value of these coins. What coin do you suggest he start with? Why would Jamir want to start counting with this coin? b. What is the total value of these coins? Write a number sentence that represents the total value of the coins. c. Jamir reached into the jar again and was surprised to pull out a different combination of coins with the same total value as before. Draw a collection of coins that Jamir could have pulled from the jar. Write a number sentence that represents the total value of the coins.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: quarter, dime, nickel, penny, cent, dollar, bill, \$, ¢ Perform basic processes such as: - Explain that 100 cents is equal to 1 dollar. - Explain that bills may represent different amounts of dollars and denominations (such as one-dollar bills or five-dollar bills). - Identify quarters, dimes, nickels, pennies and dollars and know their value. - Write amounts of dollars and cents using the correct decimal notation and symbols. - Represent calculations involving coin values as equations. - Identify combinations of coins that add up to 10¢, 25¢, 50¢, and \$1. - Create different combinations of coins that add up to the same value.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **add within 1,000**.

Prioritized Standard: 2.NBT.B.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. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Create generalized algorithms for the addition of whole numbers of any size (for example, use reasoning about place value and the properties of operations to extend methods for the addition of two- and three-digit whole numbers to the addition of any multi-digit whole numbers).	Using the digits 0-9 only once, create a three-digit and a two-digit addition equation that equals 528. Explain the strategy you used to solve the equation.
3.0 Meets Grade Level Standard	The student will: Add three-digit numbers within 1000.	Calculate the sums. Show your thinking. Use base-ten blocks if it helps. $705 + 180 = \underline{\quad}$ $254 + 336 = \underline{\quad}$ $492 + 209 = \underline{\quad}$
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: strategy, model, compose, decompose, addition, equation Perform basic processes such as: - Interpret the value of a three-digit number using place-value understanding. - Decompose and recompose addends to make groups of 10s or 100s. - Explain that multi-digit numbers can be added together by adding like place values. - Recompose groups of 10 in a given place as a unit of the next highest place when performing addition. - Fluently add within 20 using mental strategies.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **subtract within 1,000**.

Prioritized Standard: 2.NBT.B.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. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Create generalized algorithms for the subtraction of whole numbers of any size (for example, use reasoning about place value and the properties of operations to extend methods for the subtraction of two- and three-digit whole numbers to the subtraction of any multi-digit whole numbers).	Here is how Kiran found the value of $543 - 276$. $500 - 200 = 300$ $300 - 30 = 270$ $270 - 3 = 267$ Explain why Kiran's method works.
3.0 Meets Grade Level Standard	The student will: Subtract three-digit numbers within 1000	Calculate the difference. Show your thinking. Use base-ten blocks if it helps. $947 - 306 = \underline{\quad}$ $738 - 519 = \underline{\quad}$ $804 - 175 = \underline{\quad}$
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: strategy, model, compose, decompose, subtraction, equation Perform basic processes such as: - Decompose the numbers of a subtraction problem to lead to groups of 10s or 100s. - Count forward and backward within 1000 - Explain that multi-digit numbers can be subtracted by subtracting each place value of the subtrahend from the corresponding place value of the minuend. - Decompose and recompose the place values of a minuend so that each place contains a value larger than that in the corresponding place of the subtrahend. - Fluently subtract within 20 using mental strategies. - Explain why a subtraction strategy works, using place value and the properties of operations.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **develop foundations for multiplication and division.**

Prioritized Standards:

2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends. For example, by pairing objects or counting them by 2s. (DOK 2)
2.OA.C.4 Use repeated addition to find the total number of objects arranged in equal groups and rectangular arrays; write an equation to express the total as a sum of equal addends. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: - Test the idea that various combinations of even and odd numbers will always result in either an even or an odd sum. - Decompose a large rectangular array into simpler arrays to count the number of cells or objects in the array.	Find different combinations of addends to prove that two even addends will result in an even sum, two odd addends will always result in an even sum, but an even and an odd addend will always result in an odd sum. When given an array with 13 rows and 9 columns, divide the array horizontally into arrays of 10 rows and 3 rows respectively, divide the array vertically into arrays of 5 columns and 4 columns respectively, determine the number of cells in each smaller array, then calculate the total number of cells in the original array as the sum of the cells in each smaller array.
3.0 Meets Grade Level Standard	The student will: - Determine whether a given number is even or odd and explain why. - Find the total number of objects arranged in arrays using addition.	Use the image to determine whether there are an odd or even number of circles. Explain your thinking.  Write the number of circles as the sum of two equal addends.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: equal groups, even, odd, array, row, column Perform basic processes such as: - Describe an even number as a number that can be split into two equal groups. - Write an equation to describe a given even number as the sum of two equal addends. - Explain that an even number can be reached by counting by 2s. - Identify whether or not a group of objects has an even number of members by determining whether the objects can be grouped in pairs of 2 with none left over.	

	• Describe an odd number as a number that cannot be split into two equal groups or that cannot be reached by counting by 2s. • Identify the components of a rectangular array (rows, columns, cells or objects). • Describe the rows or columns of an array as equal groups of cells or objects. • Explain that the number of cells in an array can be counted by skip counting by the number of cells in either its rows or its columns. • Explain that the number of cells in an array can be determined by repeatedly adding the number of cells in its rows or its columns. • Write addition equations to describe the number of cells in a given array as the sum of the cells in each of the array's rows or each of its columns.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.