| Strand: 2.G. 1 Recognize \& draw shapes having specified attributes, such as a given number of angles or a given number of angles or a given number of equal faces, identify triangles, quadrilaterals, pentagons, hexagons, \& cubes |  |  |  |
| :---: | :---: | :---: | :---: |
| Topic: Math 2nd QTR |  |  |  |
| Grade: $2^{\text {nd }}$ |  |  |  |
| $\begin{aligned} & \hline \text { Score } \\ & 4.0 \end{aligned}$ | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <br> The student will (activity): <br> - Design pictures using specific shapes and explain specific attributes. <br> - Design a 3-dimensional image. |  | Sample Activities |
|  |  | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| $\begin{aligned} & \text { Score } \\ & 3.0 \end{aligned}$ | The student: <br> - Recognize \& draw shapes having specified attributes, such as a given number of angles or a given number of angles or a given number equal faces. <br> - Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <br> The student exhibits no major errors or omissions. |  | - "Who Am l?" cards (betterlessons.com) With a partner or group, show a shape card or descriptive card, partner will try to guess, whomever scores high wins. |
|  | 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| $\begin{aligned} & \text { Score } \\ & 2.0 \end{aligned}$ | ASSOCIATED VOCABULARY/TERMINOLOGY <br> - Triangles, quadrilaterals, pentagons, hexagons, cubes, attributes, faces, edges, vertices, angles, and 2-dimensional, 3-dimensional <br> BACKGROUND/FOUNDATIONAL KNOWLEDGE \& SKILLS <br> - Identify 2-dimensional (basic) shapes <br> However, the student exhibits major errors or omissions regarding the more complex ideas and processes. |  | - Song - "3D Shapes I Know" <br> - Shape Cards: Match the word to its shape |
|  | 1.5 | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |

```
Score 1.0 With help, a partial understanding of some of the simpler details and processes and some of
the more complex ideas and processes.
0.5 With help, a partial understanding of the }2.0\mathrm{ content, but not the }3.0\mathrm{ content
Score 0.0 Even with help, no understanding or skill demonstrated.
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| Strand: 2.G.3 |  |  |  |
| :---: | :---: | :---: | :---: |
| Topic: Math |  |  |  |
| Grade: $\mathbf{2}^{\text {nd }}$ |  |  |  |
| Score <br> 4.0 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <br> The student will (activity): <br> - Apply concepts of fractions with real-life scenarios (i.e. pizza to share with given number of classmates). |  | Sample Activities |
|  | 3.5 | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| Score $3.0$ | The student: <br> - Partition circles and rectangles into 2,3 , or 4 equal shares <br> - 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. <br> - Recognize that equal shares of identical wholes need not have the same shape <br> The student exhibits no major errors or omissions. |  | - Construct fractions by folding pre-cut shapes into halves, thirds, and fourths (e.g. circles, squares, and rectangles). <br> - Explain why a fraction picture is $1 / 3,1 / 2,1 / 4$, etc. |
|  | 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| $\begin{aligned} & \hline \text { Score } \\ & 2.0 \end{aligned}$ | Associated Vocabulary/Terminology <br> - half of, third of, halves, thirds, equal parts, fractions, fourths, eights, sixths, fifths, ninths, tenths <br> Background/Foundational knowledge \& skills (pre-requisites) <br> - Partitioning shapes into equal shares <br> - Counting parts <br> However, the student exhibits major errors or omissions regarding the more complex ideas and processes. |  | - Identify fraction pictures presented by teacher (e.g. halves, thirds, fourths). <br> - Match pictures of fractions with different shapes (e.g. 1/3 in a circle and rectangle, 1/2 with a square and triangle, $1 / 4$ with a square and circle). |
|  | 1.5 | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 |  |


|  | content. |  |
| :--- | :--- | :--- |
| Score 1.0 | With help, a partial understanding of some of the simpler details and processes and some of <br> the more complex ideas and processes. |  |
|  | 0.5 | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |
| Score 0.0 | Even with help, no understanding or skill demonstrated. |  |



| Strand: Strand: Measurement and Data |  |  |  |
| :---: | :---: | :---: | :---: |
| Topic: Math $3^{\text {rd }}$ QTR |  |  |  |
| Grade: $\mathbf{2}^{\text {nd }}$ |  |  |  |
| $\begin{aligned} & \hline \text { Score } \\ & 4.0 \end{aligned}$ | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <br> The student will tell and write elapsed time. <br> Or <br> The student will tell and write time to the nearest minute. |  | Sample Activities |
|  | 3.5 | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| Score $3.0$ | The student will: <br> - Tell and write time from analog and digital clocks to the nearest 5 minutes. <br> STANDARD (I Can Statement/Student-friendly Language) I can tell and write time to the nearest five minutes. <br> The student exhibits no major errors or omissions. |  | Activity \#1 <br> Type of activity: Individual <br> Materials: Interactive clocks <br> Task: Teacher will dictate a specific time. Students will depict the time on their interactive clocks. <br> Activity \#2 <br> Type of activity: Individual <br> Materials: Interactive clocks <br> Task: Teacher will show a specific time on an analog clock. <br> Students will write/depict how it would look on a digital clock. <br> Activity \#3 <br> Type of activity: Individual or pairs <br> Materials: Flashcards with analog and digital times <br> Task: Students will match analog clocks to their digital representations. <br> Activity \#4 <br> Type of activity: Cooperative Group of 3 to 4 <br> Materials: numbered cards 1-12 <br> - Task: Students will show time using human hour and human minute |
|  | 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |


| $\begin{aligned} & \text { Score } \\ & 2.0 \end{aligned}$ | ASSOCIATED VOCABULARY/TERMINOLOGY: <br> - Time, analog, digital, a.m., p.m., hour, minutes <br> Background/Foundational knowledge \& skills (pre-requisites) <br> - Count by 5 s <br> - Differentiate between the minute and hour hand <br> However, the student exhibits major errors or omissions regarding the more complex ideas and processes. |  | Activity \#1: Understanding hour <br> Type of activity: Individual <br> Materials: Interactive clocks <br> Task: Students will demonstrate their understanding of hours by placing the hour hand on a number based on a time the teacher dictates (i.e., "show me 10 o'clock"). <br> The minute hand will remain on 12 throughout this activity. Students will show the time on their interactive analog clocks. <br> Activity \#2: Understanding minutes <br> Type of activity: Individual <br> Materials: Interactive clocks <br> Task: Students will demonstrate their understanding of minutes by placing the minute hand on a number based on 5 -minute intervals. The teacher dictates (i.e., "show me 2:15, show me 2:30"). The hour hand will remain on 2 throughout this activity. Students will show the time on their interactive analog clocks. <br> Activity \#3: Understanding a.m. and p.m. <br> Type of activity: Individual or pairs <br> Materials: A.m. and p.m. cards/flags <br> Task: Teacher will dictate a scenario in which the students will determine the time of day using a.m. and p.m. <br> - Variation: Given picture cards, students will determine the time of day that each activity occurs (i.e., eating breakfast, going to sleep, going to school, doing their homework, cooking dinner, etc.). |
| :---: | :---: | :---: | :---: |
|  | 1.5 | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| Score 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |  |  |
|  | 0.5 | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |  |
| Score 0.0 | Even with help, no understanding or skill demonstrated. |  |  |


| Strand: 2.MD. 8 Words Problems Involving Money |  |  |  |
| :---: | :---: | :---: | :---: |
| Topic: Math 3rd QTR |  |  |  |
| Grade: $\mathbf{2}^{\text {nd }}$ |  |  |  |
| $\begin{aligned} & \hline \text { Score } \\ & 4.0 \end{aligned}$ | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <br> The student will (activity): <br> - Apply or create real-world problems (role-play buying items and counting change). <br> Or <br> - Solve two-step word problems involving money. |  | Sample Activities |
|  | 3.5 | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| Score $3.0$ | The student will: <br> - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. <br> - Use \$ and C appropriately. <br> STANDARD (I Can Statement/Student-friendly Language) <br> The student exhibits no major errors or omissions. |  | - Type: Partnered or Group, student will solve task cards with word problems involving money using $\$$ and $\varnothing$. |
|  | 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| $\begin{aligned} & \text { Score } \\ & 2.0 \end{aligned}$ | ASSOCIATED VOCABULARY/TERMINOLOGY: <br> - Quarters, nickels, dimes, pennies, and all dollar bills, sum, all, left, total, spent, buy/bought, collected, subtraction, addition, and decimals. <br> BACKGROUND/FOUNDATIONAL KNOWLEDGE \& SKILLS <br> - State the value of all coins and dollar bills. <br> - Identify quarters, nickels, dimes, pennies, and all dollar bills <br> - Add or subtract different coins to determine a total amount of money or money remaining. <br> - Skip count by $1 \mathrm{~s}, 5 \mathrm{~s}, 10 \mathrm{~s}, 25 \mathrm{~s}$, and 100 s . |  | Activity: Individual <br> - Student will match pictures of coins with cards displaying their numerical value. |


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| :--- | :--- | :--- | :--- |
|  | However, the student exhibits major errors or omissions regarding the more <br> complex ideas and processes. |  |  |
|  | 1.5 | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 <br> content. |  |
| Score 1.0 | With help, a partial understanding of some of the simpler details and processes and some of <br> the more complex ideas and processes. |  |  |
|  | 0.5 | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |  |
| Score $\mathbf{0 . 0}$ | Even with help, no understanding or skill demonstrated. |  |  |


| Strand: |  |  |  |
| :---: | :---: | :---: | :---: |
| Topic: Math |  |  |  |
| Grade: $\mathbf{2}^{\text {nd }}$ |  |  |  |
| Score 4.0 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <br> - The student will (activity): understand and use thousands, hundreds, tens and ones. |  | Sample Activities |
|  |  | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| $\begin{aligned} & \text { Score } \\ & 3.0 \end{aligned}$ | The student: <br> - Understands that a bundle of ten tens is called "a hundred" <br> - Understands and uses hundreds, tens and ones. <br> The student exhibits no major errors or omissions. |  | - ACTIVITIES <br> Students will use a place value mat to decompose 3-digit numbers. Students will turn a random decomposed 3-digit number into its standard form. Ex: 5 ones +6 hundreds +3 tens $=635$. |
|  | 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| $\begin{aligned} & \text { Score } \\ & 2.0 \end{aligned}$ | - ASSOCIATED VOCABULARY/TERMINOLOGY: <br> - Place value <br> - Flat (hundreds) <br> - Rod (tens) <br> - Unit (ones) <br> - Decompose <br> - Standard form <br> - BACKGROUND/FOUNDATIONAL KNOWLEDGE \& SKILLS <br> Students will identify the difference between hundreds, tens, and ones in a 3-digit number. <br> However, the student exhibits major errors or omissions regarding the more complex ideas and processes. |  | - ACTIVITIES <br> Students will use a place value mat to decompose 3-digit numbers using manipulatives. Students will turn a decomposed 3-digit number into its standard form. Ex: 6 hundreds + 3 tens + 5 ones = 635 . |
|  | 1.5 | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| Score 1.0 | With help, a partial understanding of some of the simpler details and processes and some of |  |  |


|  | the more complex ideas and processes. |  |  |
| :--- | :--- | :--- | :--- |
|  | 0.5 | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |  |
| Score 0.0 | Even with help, no understanding or skill demonstrated. |  |  |


| Strand: Math (Numbers and Operations in Base Ten) |  |  |  |
| :---: | :---: | :---: | :---: |
| Topic: Read and Write Numbers to 1,000 using base-ten numerals, number names, and expanded form. |  |  |  |
| Grade: $\mathbf{2}^{\text {nd }}$ |  |  |  |
| Score $4.0$ | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <br> The student will (activity): <br> - Count, read, write, and represent numbers greater than 1,000 using drawings, models, and numbers showing understanding of place value. |  | Sample Activities |
|  |  | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| Score $3.0$ | The student will: <br> - Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. <br> - STANDARD (I Can Statement/Student-friendly Language) <br> The student exhibits no major errors or omissions. |  | ACTIVITIES <br> - Students will be able to use a Place Value chart to represent numbers in standard form and expanded form as they manipulate base-ten blocks to form models. |
|  | 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| $\begin{aligned} & \hline \text { Score } \\ & 2.0 \end{aligned}$ | ASSOCIATED VOCABULARY/TERMINOLOGY: <br> - Base-ten blocks (flats = hundreds, rods = tens, units = ones), numerals, digits, expanded form, standard form, place value <br> BACKGROUND/FOUNDATIONAL KNOWLEDGE \& SKILLS <br> - Students will be able to identify the number in the hundreds place. <br> - The student can orally count, write in standard form, and identify numbers up to 120. <br> However, the student exhibits major errors or omissions regarding the more |  | - The students will be shown base-ten blocks that they can manipulate to form a number. They can work in groups to orally say the number, write it down, and draw a picture of what the number looks like. |


|  | complex ideas and processes. |  |  |
| :--- | :--- | :--- | :--- |
|  | $\mathbf{1 . 5} \quad$Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 <br> content. |  |  |
| Score $\mathbf{1 . 0}$ | With help, a partial understanding of some of the simpler details and processes and some of <br> the more complex ideas and processes. |  |  |
|  | $\mathbf{0 . 5}$ | With help, a partial understanding of the 2.0 content, but not the 3.0 content. |  |
| Score $\mathbf{0 . 0}$ | Even with help, no understanding or skill demonstrated. |  |  |


| Strand: 2.NBT. 5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |  |  |  |
| :---: | :---: | :---: | :---: |
| Topic: Math 2nd QTR |  |  |  |
| Grade: $\mathbf{2}^{\text {nd }}$ |  |  |  |
| $\begin{aligned} & \text { Score } \\ & 4.0 \end{aligned}$ | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <br> The student will (activity): <br> - Fluently add and subtract beyond 100 using different strategies. |  | Sample Activities |
|  |  |  |  |
|  |  | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| $\begin{aligned} & \text { Score } \\ & 3.0 \end{aligned}$ | The student will: <br> - Add and subtract within 100, using <br> - Strategies based on place value <br> - Properties of operation and/or <br> - The relationship between addition and subtraction <br> The student exhibits no major errors or omissions. |  | ACTIVITIES: <br> Strategies based on place value <br> - Use expanded form to decompose 2 digit numbers to add $\begin{gathered} \text { Example: } 43+27=(40+3)+(20+7) \\ 40+20=60 \quad 3+7=10 \\ 60+10=70 \end{gathered}$ <br> - Use playing cards or numeral cards $0-9$ with a partner to create two digit addition and/or subtraction problems. <br> Example: Student 1 Draws Card: 7 Student 2 Draws Card: 6 Student 3 Draws Card: 5 Student 4 Draws Card: 2 $76+52=128 \quad 76-52=34$ <br> (Relationship between addition and subtraction) |
|  | 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| $\begin{aligned} & \text { Score } \\ & 2.0 \end{aligned}$ |  | CIATED VOCABULARY/TERMINOLOGY: <br> ddition, subtraction, sum, difference, total, place value, operties of operations, base 10, strategies <br> GROUND/FOUNDATIONAL KNOWLEDGE \& SKILLS: Performs | ACTIVITY: - Teacher models whole group lesson using base 10 blocks <br> - - Videos, Brain POP, etc. |



