

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.MD.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 put-together, take-apart, and compare problems using information presented in a bar graph. *Measurement and Data - Represent and interpret data*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Conduct an experiment, collect data, present the data in a picture or bar graph using appropriate scales, and interpret the graph using "how many more" and "how many less" statements</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Draw a picture graph (with a single-unit scale) to represent a data set with up to four categories</p> <p><u>Learning Target 2:</u> Draw a bar graph (with a single-unit scale) to represent a data set with up to four categories</p> <p><u>Learning Target 3:</u> Solve simple put-together, take-apart, and compare problems using information presented in a bar graph</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> scale, key, analyze</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Collect data using tally marks in a survey with up to four possible responses</p> <p><u>Learning Target 3:</u> Make basic observations from a graph or set of data (e.g. most votes, fewest, etc.)</p> <p><u>Learning Target 4:</u> Identify key components of a graph or data set (title, axis labels, scale/key)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.G.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 *Geometry - Reason with shapes and their attributes.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Use understanding of equal parts to partition various shapes into more than four parts, such as splitting a cookie equally between 6 friends or cutting a pizza into 8 equal slices</p> <p><u>Learning Target 2:</u> Compare different fractions of the same size whole by creating and comparing models with fraction tiles or similar manipulatives</p> <p><u>Learning Target 3:</u> Relate fraction terms to numerical values and be able to explain the parts of a fraction (numerator, denominator)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Partition circles and rectangles into two, three, or four equal shares</p> <p><u>Learning Target 2:</u> Describe two, three, and four equal shares of circles and rectangles using the words halves, thirds, half of, a third of, etc.</p> <p><u>Learning Target 3:</u> Describe the whole as two halves, three thirds, or four fourths</p> <p><u>Learning Target 4:</u> Recognize that equal shares of identical wholes need not have the same shape</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> partition, fraction, halves, thirds, fourths, identical, divide (split)</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Differentiate between equal and unequal representations</p> <p><u>Learning Target 3:</u> Partition a shape into shares that may or may not be equal</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. *Measurement and Data - Relate addition and subtraction to length.*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Measure objects in the classroom and create word problems comparing the lengths of these objects <u>Learning Target 2:</u> Measure objects to the nearest half or quarter inch and use these measurements to solve problems</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Use addition within 100 to solve word problems involving lengths that are given in the same units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem <u>Learning Target 2:</u> Use subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> inch, centimeter, measure, relate, standard unit, non-standard unit.</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Select an appropriate tool to determine the length of an object <u>Learning Target 3:</u> Select an appropriate unit of measure for an object <u>Learning Target 4:</u> Estimate the length of objects and be able to compare them using general terms (e.g., longer, shorter) <u>Learning Target 5:</u> Add and subtract lengths within 100. (e.g., 45 cm - 24 cm = 21 cm)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. *Measurement and Data - Work with time and money*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Use understanding of telling time to solve problems involving elapsed time <u>Learning Target 2:</u> Recognize and be able to tell/convert time into different forms (military, time zones, etc.)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Tell and write time from analog clocks to the nearest 5 minutes, using a.m. and p.m. <u>Learning Target 2:</u> Tell and write time from digital clocks to the nearest 5 minutes, using a.m. and p.m.</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> am, pm, interval</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Understand the difference between the minute hand and the hour hand <u>Learning Target 3:</u> Connect telling time to skip counting by fives</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Example: If you have 2 dimes and 3 pennies, how many cents do you have? *Measurement and Data - Work with time and money*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Solve problems involving making change (e.g., model a class store and have students purchase items and make change)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> dollar, quarter, nickel, value</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify when to use the \$ and cent symbol correctly</p> <p><u>Learning Target 3:</u> Identify and recognize the value and visual representation of dollar bills, quarters, dimes, nickels and pennies</p> <p><u>Learning Target 4:</u> Count like coins in groups using skip counting</p> <p><u>Learning Target 5:</u> Count coin combinations and dollar combinations using strategies (e.g., place value, skip counting, etc.).(e.g., 2 nickels + 4 pennies = 14 cents)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.NBT.1 Understand 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. *Number and Operations in Base Ten - Understand place value.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare two three-digit numbers using greater than, less than, or equal to</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones</p> <p><u>Learning Target 2:</u> Understand that 100 can be thought of as a bundle of ten tens - called a "hundred" (MGSE2.NBT.1.a)</p> <p><u>Learning Target 3:</u> Understand the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and 0 ones)(MGSE2.NBT.1.b)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> hundreds, place, value</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Understand that the two digits of a two-digit number represent amounts of tens and ones</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.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. *Number and Operations in Base Ten - Use place value understanding and properties of operations to add and subtract.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Solve a word problem several times using different strategies. Compare and contrast the strategies used and justify the preferred strategy</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Fluently add within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p><u>Learning Target 2:</u> Fluently subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> difference, inverse, decompose, associative property, commutative property, place value</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Solve addition and subtraction problems fluently that do not require composing and decomposing numbers (regrouping)</p> <p><u>Learning Target 3:</u> Understand how to compose or decompose units into groups (e.g., 13 units into 1 rod and 3 units, or 1 rod and 3 units into 13 units)</p> <p><u>Learning Target 4:</u> Read and write numbers to 100 using base-ten numerals, number names, and expanded form</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.NBT.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. *Number and Operations in Base Ten - Use place value understanding and properties of operations to add and subtract.*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Create multiple word problems to represent a given sum or difference. For example, $200+300=500$, $250+250=500$, $600-100=500$ <u>Learning Target 2:</u> Check the answers to addition or subtraction problems using the inverse operation and explain the reasoning behind this strategy</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Add 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 <u>Learning Target 2:</u> 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</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> solve, decompose, place value, model, relate</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Choose an appropriate strategy for solving an addition or subtraction problem within 1000 (making a ten, making a hundred, breaking apart a ten, creating an easier problem, etc.) <u>Learning Target 3:</u> Solve addition and subtraction problems within 1000 that do not require composing and/or decomposing numbers <u>Learning Target 4:</u> Add up to four two-digit numbers using strategies based on place value</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.OA.1 Use addition and subtraction within 100 to solve one and two step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions. *Operations and Algebraic Thinking - Represent and solve problems involving addition and subtraction.*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Solve word problems involving more than two steps <u>Learning Target 2:</u> Create multi-step word problems involving real world problems and solutions</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Use addition within 100 to solve one step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions <u>Learning Target 2:</u> Use subtraction within 100 to solve one step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions <u>Learning Target 3:</u> Use addition within 100 to solve two step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions <u>Learning Target 4:</u> Use subtraction within 100 to solve two step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> solve, difference, addend, variable</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify an unknown number in an equation using addition up to 100 <u>Learning Target 3:</u> Identify an unknown number in an equation using subtraction up to 100</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.OA.1 Use addition and subtraction within 100 to solve one and two step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions. *Operations and Algebraic Thinking - Represent and solve problems involving addition and subtraction.*

	Proficiency Scale

Grade 2 Math Learning Map

Prioritized Standard: MGSE2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. *Operations and Algebraic Thinking - Add and subtract within 20.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Fluently add and subtract within 100 using mental strategies. Explain strategies used and why the specific strategy was chosen</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Fluently add within 20 using mental strategies <u>Learning Target 2:</u> Fluently subtract within 20 using mental strategies <u>Learning Target 3:</u> Know from memory all sums of two one-digit numbers</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> difference and decompose</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Add and Subtract within 20 using objects, drawings, and equations with a symbol for the unknown number to represent the problem <u>Learning Target 3:</u> Fluently add and subtract within 10 using mental strategies</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success