2nd Grade Report Card Statements	**3**	**2**	**1 (Related to end-of-year 1st grade standard)**
Represents and solves problems involving addition and subtraction within100 **2.0A.1 2.0A.2** ****See appendix detailing problem types****	<u>Understands **all** of listed concepts ***independently***</u> •Use addition and subtraction within 100 to solve one-step and two-step word problems involving situations of adding **to (1), taking from (2), putting together (3), taking apart (3), and comparing (4),** with unknowns in all positions • Fluently add and subtract within 20 using mental strategies: **counting on, making 10, decomposing a number leading to a 10, using relationships between addition and subtraction, and creating equivalent but easier or known sums**	•Uses addition and subtraction within 100 to solve one-step and two-step word problems 1st grade **problem types *with or without assistance* or all 2nd grade problem types with assistance** •Fluently add and subtract within 20 using mental strategies ***with assistance***	•Uses addition and subtraction **within 20** to solve one-step word problems **with *or without assistance* (Kindergarten/1st grade problem types)** •**Unable** to fluently add and subtract with 20 using mental strategies

2nd Grade Report Card Statements	3	2	1 (Related to end-of-year 1st grade standard)
Understands place value through 1000 **2.NBT.1 2.NBT.3 2.NBT.4**	<u>Understands **all** of listed concepts **independently**</u> •Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones •Understands 100 can be thought of as a bundle of ten tens-called a "hundred." •Understands the century numbers 100, 200….. refer to one, two….hundreds; •Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form •Compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of the comparisons	•Understands **3-4** of listed concepts using three-digit numbers **with or without assistance**	•Understands **1-2** of listed concepts using two-digit numbers ***with or without assistance***

2nd Grade Report Card Statements	**3**	**2**	**1 (Related to end-of-year 1st grade standard)**
Uses place value understanding and properties of operations to add and subtract **2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.8**	Understands **all** of listed concepts ***independently*** • Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction • Add up to four two-digit numbers using strategies based on place value and properties of operations • Add and subtract within 1000 using concrete models/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. • Mentally add or subtract 10 or 100 to a given number 100-900 • Explain why addition and subtraction strategies work, using place value and the properties of operations	•Understands **3-4** of listed concepts using two or three-digit numbers ***with or without assistance or all 5 with assistance***	•Understands **1-2** of listed concepts ***with or without assistance*** •Add and subtract within 100 using concrete models/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.

2nd Grade Report Card Statements	3	2	1 (Related to end-of-year 1st grade standard)
Measures and estimates length **2.MD.1** **2.MD.2** **2.MD.3** **2.MD.4**	Understands **all** of listed concepts **independently** • Measure the length of an object by selecting and using appropriate tools • Measure the length of an object twice using two different length units and describe how the two measurements relate to the size of the unit chosen • Estimate lengths using units of inches, feet, centimeters, and meters • Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit	•Understands **3** of listed concepts using standard units ***with or without assistance or all 4 with assistance***	•Understands **1-2** of listed concepts using non-standard units (ex. snap cubes, string, etc.) ***with or without assistance***

2nd Grade Report Card Statements	**3**	**2**	**1 (Related to end-of-year 1st grade standard)**
Reasons with time and money **2.MD.7 2.MD.8**	Understands **all** of listed concepts ***independently*** • Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and¢ symbols appropriately	• Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and¢ symbols appropriately ***with assistance***	• Tell time to the hour and half-hour •Identifies coins and their value
Represents and interprets data **2.MD.9 2.MD.10**	Understands **all** of listed concepts ***independently*** • Generate measurement 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. • Draw a picture graph and a bar graph (with a 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.	•Understands **3** of listed concepts ***with or without assistance or all 4 with assistance***	•Organize, represent, and interpret data with up to **three** categories •Understands **1-2** of listed concepts ***with or without assistance***

2nd Grade Report Card Statements	3	2	1 (Related to end-of-year 1st grade standard)
Reasons with shapes and their attributes **2.G.1** **2.G.3**	•Understands **all** of listed concepts ***independently*** • Reason and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. • Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. • 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	•Understands **3** of listed concepts ***with or without assistance or all 4 with assistance***	•Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes. •Understands **1-2** of listed concepts ***with or without assistance***

2nd Grade Report Card Statements	3	2	1 (Related to end-of-year 1st grade standard)
Reasons with equal groups of objects to gain foundations for multiplication **2.OA.3** **2.OA.4**	<u>Understands **all** of listed concepts ***independently***</u> • 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 • Write an equation to express an even number as a sum of two equal addends • Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns • Write an equation to express the total as a sum of equal addends	•Understands **3** of listed concepts ***with or without assistance or all 4 with assistance***	•Understands **1-2** of listed concepts ***with or without assistance***
Makes sense of problems and perseveres in solving them	• Works hard to try to understand a problem • Willing to try and fail and try again when solving challenging problems • Willing to try multiple paths for solving problems; discuss, explain, and demonstrate solving a problem with multiple representation and multiple ways	•Solves problems but will not attempt multiple paths	• Does not attempt to solve problems or becomes easily frustrated