Second Grade Mathematics Progress Report Benchmarks 2018-19

See *Assessment in This Unit* in each unit for sources of evidence.

Observations of student thinking during Classroom Routines, activities, games, and discussions should be used as additional sources of evidence.

Beginning: Requires significant teacher support and/or cues
Progressing: Requires some teacher support or teacher prompting
Meeting: Meets all benchmarks consistently and independently
Exceeding: Meets level M and engages productively and independently with the offered extensions

Progress Report Item	Term 1 - Units 1, 2 Consistently and independently…	**Term 2 - Units 3, 4, 5** Consistently and independently...	**Term 3 - Units 6, 7, 8** Consistently and independently…
Perseverance Makes sense of problems that challenge the student and perseveres at solving them	● Looks for entry points ● Represents the problem ● Uses related problems ● Checks for reasonableness ● Revises work if something is unreasonable or unclear **Source of Evidence:** Unit 1 - Assessment Checklist A4	● Looks for entry points ● Represents the problem ● Uses related problems ● Checks for reasonableness ● Revises work if something is unreasonable or unclear **Source of Evidence:** Unit 1 - Assessment Checklist A4	● Looks for entry points ● Represents the problem ● Uses related problems ● Checks for reasonableness ● Revises work if something is unreasonable or unclear **Source of Evidence:** Unit 8 - Assessment Checklist A58
Communication Communicates mathematical thinking clearly and precisely, orally and in writing	● Explains and justifies reasoning ● Listens to each other's ideas and tries to understand classmate's thinking ● Builds on the thinking of others ● Specifies the point of disagreement	● Explains and justifies reasoning ● Listens to/reads each other's ideas and tries to understand classmate's thinking ● Builds on the thinking of others ● Specifies the point of disagreement	● Explains and justifies reasoning ● Listens to each other's ideas and tries to understand classmate's thinking ● Builds on the thinking of others ● Specifies the point of disagreement
Addition Fluency within 20	**Unit 1:** Card Set 1 ● Doubles to 20 ● Plus 1, Plus 2 ● Makes 10 ● All other addition facts with sums to 10	All from Term 1 and **Unit 3:** Card Set 3/4 ● Near Doubles ● Plus 10 **Unit 5:** Card Set 5/6 ● Plus 9 ● All remaining addition facts	All from Term 1 & 2
Subtraction Fluency within 20	**Unit 1:** Card Set 2 ● Minus Half ● Minus 1, Minus 2 ● 10 Minus ● All other subtraction facts within 10	All from Term 1 and **Unit 3:** Card Set 4 ● Teen Minus 10 **Unit 5:** Card Set 5/6 ● Teen Minus 9 ● Some remaining subtraction facts	All from Term 1 & 2 and **Unit 8:** Card Set 7 ● All remaining subtraction facts
Place Value Understanding	N/A	**Unit 3:** ● Understand that 100 can be seen as 1 hundred, as 10 tens, and as 100 ones ● Understand that multiples of 100 (e.g. 200, 300, 400, etc) are made up of a number (2, 3, 4, etc) of hundreds **Unit 5:** ● Understand that 3-digit numbers represent amounts of hundreds, tens, and ones ● Read, write, count, and compare numbers to 1,000 ● Count by 5s, 10s, and 100s within 1,000	All from Term 2 and **Unit 8:** ● Fluently add and subtract 2 digit numbers using place value strategies
Story Problems	Represents the story problem with an equation and: **Unit 1:** ● Solve comparison story problems with the difference unknown	Represents the story problem with an equation and: **Unit 3:** ● Solve put together/take apart story problems with both addends unknown/ find all the possible combinations	Represents the story problem with an equation and: **Unit 6:** ● Solve comparison and other story problems about length **Unit 7:** ● Solve problems that involve equal groups

	● Solve put together/take apart story problems with the total unknown, and add to take from story problems with the result unknown.	● Solve put together/take apart story problems with one addend unknown ● Solve two step story problems about money ● Solve story problems with an unknown change ● Solve story problems with an unknown start **Unit 5:** ● Solve two-step story problems that involves finding the difference between 2-digit number and 100 ● Solve comparison problems with a bigger unknown	**Unit 8:** ● Solve comparison story problems ● Represent and solve addition and subtraction story problems with 3-digit numbers
Add/Subtract With Properties/Models/ Strategies	Uses strategies to add and subtract within 100. Shows thinking with equations, pictures, place value model or number line. **Gr 1 Unit 7:** ● Add and subtract multiples of 10 from multiples of 10 using concrete models that represent tens and ones ● Add within 100 using concrete models that represent tens and ones **Gr 2 Unit 1:** ● Use known combinations to add several numbers in any order	Uses strategies to add and subtract within 100. Shows thinking with equations, pictures, place value model or number line. All from Term 1 and **Unit 5:** ● Add/subtract 10 or 100 to/from numbers within 1,000 ● Add fluently within 100	Uses strategies to add and subtract within 1000. Shows thinking with equations, pictures, place value model, or number line. All from Term 1 & 2 and **Unit 8:** ● Fluently subtract two 2-digit numbers ● Represent and solve addition and subtraction story problems with 3- digit numbers
Geometry, Data & Measurement	**Unit 1:** ● Recognizing and identifying coins and their values **Unit 2:** ● Identify defining attributes of 2 and 3-D shapes (# and shapes of faces, # and length of sides, # of angles and vertices) and draw shapes with those attributes ● Make a rectangle out of the same size squares and specify the number of rows and number of squares in each row ● Recognize that halves, thirds, and fourths of the same whole can look different ● Partition 2-D shapes into halves, thirds, and fourths and name the regions	**Unit 4:** ● Organize a set of data with up to four categories ● Create, describe, and interpret a variety of data representations, including picture graphs and bar graphs. ● Order, represent, and describe a set of numerical data.	**Unit 6:** ● Recognize that, when measuring the same length, larger units yield smaller counts (and vice versa) ● Estimate and measure lengths in inches, feet, centimeters, and meters ● Represent measurement data on a line plot ● Solve comparison and other story problems about lengths **Unit 8**: ● Name, notate, and tell time to the nearest 5 minutes using analog and digital formats and associate a.m. and p.m. with time of day
Even/Odd and Equal Groups	N/A	N/A	**Unit 7:** ● Define even and odd numbers in terms of numbers that can /cannot be organized into groups of two or two equal groups. ● Write an equation to express an even number as a sum of two equal addends. ● Solve problems that involve equal groups. ● Write an addition equation to express the total number of objects in a rectangular array.