

Strand: Computation & Algebraic Thinking

Topic: 2.CA.5 – Repeated addition with rectangular arrays

Level: Grade 2

Score 4.0	In addition to Score 3.0, the student: <ul style="list-style-type: none"> • Uses rectangular arrays to solve multiplication equations. • Demonstrates an understanding of the relationship between multiplication and division 		Sample Tasks <ul style="list-style-type: none"> • Given multiplication equations, the student creates an array to find the product and then write a related division number sentence
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> • Uses addition to find the total number of objects arranged in rectangular arrays. • Writes an equation to express the total as a sum of equal groups. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> • Given a rectangular array, ask the student to write a repeated addition equation and find the sum. Example: <div style="text-align: right; margin-right: 50px;"> OOOOO OOOOO 5+5=10 </div> • Given a repeated addition equation, ask the student to create a rectangular array.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ rectangular array, row, column, equation, sum, repeated addition, product • performs basic processes, such as: <ul style="list-style-type: none"> ○ Demonstrates understanding that repeated addition involves equal groups ○ Builds simple arrays using objects (2x2, 3x3) However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> • Given objects (counting bears, clocks, etc.) students can build a simple array. <ul style="list-style-type: none"> ○ Example: Given 6 objects, student makes 2 rows of 3.
	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: Computation & Algebraic Thinking

Topic: 2.CA.4 – Add within 1,000

Level: Grade 2

Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> Add within 1,000 or more using three or more addends.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Adds 2 addends within a sum of 1,000, regrouping when necessary, and is able to describe the strategy and explain the reasoning used. <p>The student exhibits no major errors or omissions.</p>		<p>Ask the student to add within 1,000 using regrouping strategies when needed.</p> <ul style="list-style-type: none"> Students may use different strategies: <ul style="list-style-type: none"> Models or drawings based on place value. Properties of operations. Relationship between addition and subtraction. Compose and/or decompose tens and hundreds. <p>Student describes strategy and explains reasoning used either orally or in written form. This can be done one-on-one with teacher, in small group, or student can describe strategy/explain reasoning in front of the whole class.</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> add, regrouping, hundreds, tens, ones, digit performs basic processes, such as: <ul style="list-style-type: none"> Adds fluently: efficiently (within five seconds), accurately (answers the question correctly), and with flexibility (choosing a strategy that works for student) within 20 Adds within 100, regrouping when necessary <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<p>Ask the student to add and subtract within 100 using regrouping strategies when needed.</p> <ul style="list-style-type: none"> Students may use different strategies: <ul style="list-style-type: none"> Models or drawings based on place value. Properties of operations. Relationship between addition and subtraction. Compose and/or decompose tens and hundreds. Fluency- Math Running Record <ul style="list-style-type: none"> No timed test Strategies Include <ul style="list-style-type: none"> Spatial Relationships one/two more and one/two less Benchmarks of 5's and 10's Part-Part-Whole
	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: Computation & Algebraic Thinking

Topic: 2.CA.4 – Subtract within 1,000

Level: Grade 2

Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Subtracts 2 numbers within 1,000, regrouping when necessary, and is able to describe the strategy and explain the reasoning used. <p>The student exhibits no major errors or omissions.</p>		<p>Ask the student to subtract within 1,000 using regrouping strategies when needed.</p> <ul style="list-style-type: none"> Students may use different strategies: <ul style="list-style-type: none"> Models or drawings based on place value. Properties of operations. Relationship between addition and subtraction. Compose and/or decompose tens and hundreds. <p>Student describes strategy and explains reasoning used either orally or in written form. This can be done one-on-one with teacher, in small group, or student can describe strategy/explain reasoning in front of the whole class.</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> subtract, regrouping, hundreds, tens, ones, digit performs basic processes, such as: <ul style="list-style-type: none"> Subtracts fluently: efficiently (within five seconds), accurately (answers the question correctly), and with flexibility (choosing a strategy that works for student) within 20 <ul style="list-style-type: none"> Subtracts within 100, regrouping when necessary <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<p>Ask the student to subtract within 100 using regrouping strategies when needed.</p> <ul style="list-style-type: none"> Students may use different strategies: <ul style="list-style-type: none"> Models or drawings based on place value. Properties of operations. Relationship between addition and subtraction. Compose and/or decompose tens and hundreds. Fluency- Math Running Record <ul style="list-style-type: none"> No timed test Strategies Include <ul style="list-style-type: none"> Spatial Relationships one/two more and one/two less Benchmarks of 5's and 10's Part-Part-Whole
	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.	
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Strand: Computation & Algebraic Thinking		
Topic: 2.CA.2 – Solve one-step real-world problems		
Level: Grade 2		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Solves two-step word problems involving addition and subtraction within 1,000 with an unknown number by writing equations. 	<ul style="list-style-type: none"> Ask the student to solve two-step word problems (not broken down into steps) involving addition and subtraction within 1,000 with an unknown number.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> Solves one-step real-world problems involving addition and subtraction within 100. Uses an equation with a symbol for the unknown number to represent the problem. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to solve one-step word problems by using equations with a symbol for the unknown number to represent the problem. Common addition and subtraction situations include: result unknown ($32+21=P$), change unknown ($84 - P =45$), start unknown ($P + 67 = 98$).
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> one-step problem, equation, addition, subtraction, unknown number, symbol performs basic processes, such as: <ul style="list-style-type: none"> Solves one-step real-world problems using addition and subtraction within 100 with no regrouping and including an equation <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Solve one-step word problems with addition and subtraction within 100 with no regrouping (e.g. by using objects, drawings).
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. <ul style="list-style-type: none"> Solves one-step real-world problems using addition and subtraction within 20, including an equation. 	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	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.	
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Strand: Measurement

Topic: 2.M.7 – Solve word problems using money

Level: Grade 2

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Solves word problems involving making a purchase and/or making change. 	<ul style="list-style-type: none"> Ask the student to solve word problems for making change & determine whether there is enough money to make a purchase.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Solves word problems with addition involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Finds the value of a collection of pennies, nickels, dimes, quarters and dollars. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to 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? Ask the student to count a collection of mixed coins and dollar bill(s).
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> dollar bill, quarter, dime, nickel, penny, cent, dollar sign, symbol, skip count performs basic processes, such as: <ul style="list-style-type: none"> Counts collections of coins & dollar bills <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to identify bills, quarters, dimes, nickels and pennies. Ask the student to count a collection of coins & dollar bills. (This is Indiana State Standard)
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Number Sense		
Topic: 2.NS.1 - Skip Counting		
Level: Grade 2		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Determines the rule of a number pattern that counts by 3's, 4's, 6's, etc. Continues a pattern that counts by 3's, 4's, 6's, etc. 	<ul style="list-style-type: none"> Ask the student to determine the rule and continue a pattern when skip counting by 3's, 4's, 6's and/or other numbers not listed below.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Counts by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to count within 1000 by 1's, 2's, 5's, 10's, and 100's; orally or written.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> skip count performs basic processes, such as: <ul style="list-style-type: none"> Counts by 1's, 2's, 5's and 10's within 100 <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to count within 100 by 1's, 2's, 5's, and 10's.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
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.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Number Sense		
Topic: 2.NS.6 - Place Value 100's, 10's, and 1's		
Level: Grade 2		
Score 4.0	In addition to Score 3.0, the student: <ul style="list-style-type: none"> Represents a four-digit number as amounts of thousands, hundreds, tens and ones. 	Sample Tasks <ul style="list-style-type: none"> Ask the student to use expanded, standard & base ten models to represent four-digit numbers.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Represents a three-digit number as amounts of hundreds, tens, and ones using expanded, standard, and base ten models Understands that 100 can be thought of as a bundle of ten tens — called a “hundred.” Understands the numbers 100, 200, 300... refer to one, two, or three...hundreds (and 0 tens and 0 ones) Identifies the value of digits in a three-digit number <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to use expanded, standard & base ten models to represent three-digit numbers. Ask the student to decompose hundreds, tens and ones in a given number. (Ex. 173- 1 hundred, 7 tens, 3 ones; 200- 2 hundreds, 0 tens, 0 ones). Ask the student to identify 10 tens= 1 hundred.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> hundred/hundreds, ones, tens, unit, place value, base ten, expanded form performs basic processes, such as: <ul style="list-style-type: none"> Identifies tens and ones in a two-digit number, identifies the value of digits, and write the number in expanded form <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to identify tens and ones in a given number (Ex. 63 – 6 tens, 3 ones). Ask the student to identify the value of a digit (<u>7</u>6 what is the value of the underlined digits?) Write the number 76 in expanded form.
	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: Measurement		
Topic: 2.M.2 - Measuring using appropriate tools		
Level: Grade 2		
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> Measures the length of objects to the half and/or quarter inch. 	<p>Sample Tasks</p> <ul style="list-style-type: none"> Ask the student to measure to the $\frac{1}{2}$ and/or $\frac{1}{4}$ inch.
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Measures the length to the nearest inch or centimeter of an object. Selects and uses appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to identify whether to use centimeters or inches & measure to the nearest inch or centimeter using the appropriate tool for a given object.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> measure, centimeter, foot, inch, yard, meter, ruler, length, yardstick, measuring tape, meter stick, trundle wheel, unit performs basic processes, such as: <ul style="list-style-type: none"> Reads a ruler when already lined up with object Identifies the tools needed to measure length <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to identify the tools such as...tool to measure room, tool to measure desktop, tool to measure paperclip. Ask the student to identify length of object when picture with ruler is shown to the nearest inch or centimeter.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Geometry

Topic: 2.G.1 – 2-D and 3-D Shapes

Level: Grade 2

		Sample Tasks
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> • Compares and contrasts shapes • Identifies the two-dimensional shapes that form the faces of three-dimensional shapes. 	<ul style="list-style-type: none"> • Ask the student to identify the differences between the shapes. • Ask the student to tell the 2D shapes that make up the 3D shapes.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Recognizes and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. • Identifies, describes & classifies triangle, quadrilateral, pentagon, hexagon, cube, and rectangular prism. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Ask the student to identify a quadrilateral, hexagon, pentagon, cube & rectangular prism & draw a triangle, quadrilateral, hexagon, and pentagon. • Ask the student to identify the attributes of each shape; faces, vertices, angles, edges, or sides.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ triangle, hexagon, pentagon, quadrilateral, cube, attributes, angles, faces, vertices, edges • performs basic processes, such as: <ul style="list-style-type: none"> ○ Identifies basic shapes and number of sides (e.g. triangle, square, and rectangle) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Ask the student to identify and draw a triangle, square, and rectangle. • Ask the student to identify the attributes (Ex. - number of sides and vertices).
	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: Data Analysis		
Topic: 2.DA.1 - Picture and Bar Graphs		
Level: Grade 2		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Collects data, creates a graph to represent data and writes information describing the data. Answers questions about graphs with a multi-unit scale. 	<ul style="list-style-type: none"> Ask the student to gather data, draw a graph, and write information about the graph. Ask the student to answer questions with a multi-unit scale.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four choices. (e.g., What is your favorite color? Red, blue, yellow or green) Solves simple put-together, take-apart, and compare problems using information presented in a bar graph. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to create a picture graph and bar graph to represent data given. Students will answer questions about a bar graph and a picture graph.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> symbol, bar graph, picture graph, table, data, title, scale, unit performs basic processes, such as: <ul style="list-style-type: none"> Interprets picture graph and bar graph (with single unit scale) answering the total of each category <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to answer questions by using given graph (Ex. total in each category).
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
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.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Measurement		
Topic: 2.M.5 – Telling Time		
Level: Grade 2		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Tells and writes time from analog and digital clocks to the nearest minute 	<ul style="list-style-type: none"> Ask the student to write the time to the minute. Ask the student to write the time with hour, minute, and second.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Tells and writes time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to write the time to the five minutes. Ask the student to identify a.m. and p.m. using text clues. Ask the student to write the time to the five minutes with a.m. and p.m. using text clues.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> A.M., P.M., minute, hour, analog, digital performs basic processes, such as: <ul style="list-style-type: none"> Tells time to the quarter hour Identifies the hour hand Identifies the minute hand Counts by 5's to 55 <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to write the time using the given analog clock. Ask the student to count by 5's. Ask the student to use instructional clock to identify the hour and minute hand.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
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.	
0.0	Even with help, no understanding or skill demonstrated.	

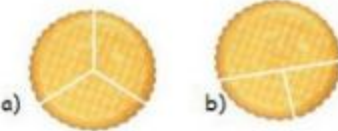
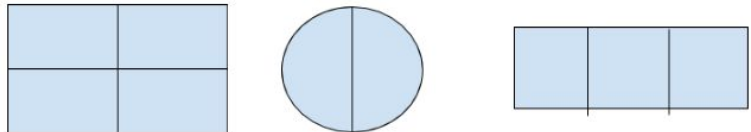
Strand: Measurement		
Topic: 2.M.5 – Elapsed Time		
Level: Grade 2		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Solves real-world problems involving addition and subtraction of time intervals in hours and/or 5 minute increments. 	<ul style="list-style-type: none"> Ask the student to determine the elapsed time for a word problem in hours and/or 5 minute increments. Ask the student to determine elapsed time using terms such as: half-past, quarter til, quarter after, ten after, five til, etc. Ask the student to determine the difference between time zones.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Solves real-world problems involving addition and subtraction of time intervals (elapsed time) on the hour or half hour. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to solve real-world problems to the hour or half hour with varying starting or ending times. <ul style="list-style-type: none"> Example: 2:30, 12:15, 5:45, 9:00 Strategies may include: Mountains, hills, rocks, t-chart, number line, etc.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> A.M., P.M., minute, hour, and elapsed time performs basic processes, such as: <ul style="list-style-type: none"> 1 hour more; 1 hour less Student recognizes when the hour changes <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to determine elapsed time after being shown 2 different clocks to the hour. Ask the student to use an instructional clock to help them solve elapsed time problems to the hour. Start times on the hour. <ul style="list-style-type: none"> Example: 2:00, 3:00, 4:00
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
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.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Measurement		
Topic: 2.M.5 – Elapsed Time		
Level: Grade 2		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Solves real-world problems involving addition and subtraction of time intervals in hours and/or 5 minute increments. 	<ul style="list-style-type: none"> Ask the student to determine the elapsed time for a word problem in hours and/or 5 minute increments. Ask the student to determine elapsed time using terms such as: half-past, quarter til, quarter after, ten after, five til, etc. Ask the student to determine the difference between time zones.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Solves real-world problems involving addition and subtraction of time intervals (elapsed time) on the hour or half hour. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Ask the student to solve real-world problems to the hour or half hour with varying starting or ending times. <ul style="list-style-type: none"> Example: 2:30, 12:15, 5:45, 9:00 Strategies may include: Mountains, hills, rocks, t-chart, number line, etc.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> A.M., P.M., minute, hour, and elapsed time performs basic processes, such as: <ul style="list-style-type: none"> 1 hour more; 1 hour less Student recognizes when the hour changes <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Ask the student to determine elapsed time after being shown 2 different clocks to the hour. Ask the student to use an instructional clock to help them solve elapsed time problems to the hour. Start times on the hour. <ul style="list-style-type: none"> Example: 2:00, 3:00, 4:00
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
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.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Geometry

Topic: 2.G.5- Fractions

Level: Grade 2

		Sample Tasks	
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> Partition circles and rectangles into sixths and eighths Describe the whole as six sixths and eight eighths Identify the fraction from the shaded parts of a shape divided into halves, thirds, fourths, sixths, eighths 	<ul style="list-style-type: none"> Shape pictures 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>		
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Partition circles and rectangles into two (halves), three (thirds), four (fourths) Describe the whole as two halves, three thirds, or four fourths (meaning $\frac{1}{3}$, $\frac{1}{3}$, $\frac{1}{3}= 3/3= 1$) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Show two different ways to partition the shape into fourths Which shape is partitioned in thirds? 	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>		
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> whole, equal parts, half, thirds, fourths, partition, numerator, denominator performs basic processes, such as: <ul style="list-style-type: none"> Identify how the shape is partitioned (halves, thirds, fourths) Determine what shapes are partitioned into equal parts (halves, thirds, fourths) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Identify which shape is partitioned into fourths.  <ul style="list-style-type: none"> Identify how shapes are partitioned (halves, thirds, fourths) Find the a shape that shows equal parts 	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>		
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>		
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

