Nutley Public Schools

Updated 2016-07-01

Elementary Report Card
Grading Benchmarks – Grade 2

Mathematics

1. Operations and Algebraic Thinking: Fluently adds and subtracts within 20.

1	2	3	4
The student is unable or rarely able to add and subtract one-digit numbers up to or from 20.	The student can sometimes, but is not consistently able to, add and subtract one-digit numbers up to or from 20.	The student consistently meets grade-level expectations by adding and subtracting one-digit numbers up to or from 20.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge by adding and subtracting 2-digit numbers up to or from 99 to solve complex, non-routine real-world problems through a variety of strategies. The student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

2. Operations and Algebraic Thinking: Represents and solves one- and two-step real world problems involving addition and subtraction within 100.

1	2	3	4
The student is unable or rarely able to use manipulatives, pictures, or number sentences to	The student can sometimes, but is not consistently able to, use manipulatives, pictures, or number	The student consistently meets grade-level expectations by consistently using manipulatives,	The student exceeds grade-level expectations, and is able to apply and extend content knowledge

solve one- and two-step real-world problems within 100.	sentences to solve one- and two-step real-world problems within 100.	pictures, or number sentences to solve one- and two-step real-world problems within 100.	independently by solving complex, non-routine real-world problems through a variety of strategies. The student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

3. Operations and Algebraic Thinking: Demonstrates foundations for multiplication.

1	2	3	4
The student is unable or rarely able to use properties and strategies including repeated addition, building arrays, and drawing pictures to solve multiplication problems.	The student can sometimes, but is not consistently able to, use properties and strategies including repeated addition, building arrays, and drawing pictures to solve multiplication problems.	The student consistently meets grade-level expectations in the area of using properties and strategies including repeated addition, building arrays, and drawing pictures to solve multiplication problems.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of using properties and strategies including repeated addition, building arrays, and drawing pictures to solve multiplication problems.

4. Number and Operations in Base Ten: Demonstrates understanding of place value.

1	2	3	4
The student is unable or rarely able to demonstrate an understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. The student is unable or rarely able to compare two three-	The student can sometimes, but is not consistently able to, demonstrate an understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. The student can sometimes, but is not	The student consistently meets grade-level expectations in the area of demonstrating an understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. The student meets grade-	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of demonstrating an understanding that the value of the digits of a four-digit number represents amounts of thousands,

digit numbers accurately.	consistently able to, compare two three-digit numbers accurately.	level expectations in the area of comparing two three-digit numbers accurately.	hundreds, tens, and ones to solve complex, non-routine real-world problems through various strategies. The student is able to compare two four-digit numbers accurately. The student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

5. Number and Operations in Base Ten: Uses place value to count and skip-count to 1,000.

1	2	3	4
The student is unable or rarely able to accurately skip count to 1,000 by 5's, 10's, and 100's.	The student can sometimes, but is not consistently able to, accurately skip count to 1,000 by 5's, 10's, and 100's.	The student consistently meets grade-level expectations in the area of accurately skip counting to 1,000 by 5's, 10's, and 100's.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of accurately skip counting to beyond 1,000 by 5's, 10's, and 100's to solve complex, non-routine real-world problems through a variety of strategies. The student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

6. Number and Operations in Base Ten: Uses place value to read and write numbers to 1,000.

1	2	3	4

The student is unable or rarely able to read and write numbers to 1,000 accurately using base-ten numerals, number names, and expanded form.	The student can sometimes, but is not consistently able to, read and write numbers to 1,000 accurately using base-ten numerals, number names, and expanded form.	The student consistently meets grade-level expectations in the area of reading and writing numbers to 1,000 accurately using base-ten numerals, number names, and expanded form.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of reading and writing numbers beyond 1,000 accurately using base-ten numerals, number names, and expanded form to solve complex, non-routine real-world problems through a variety of strategies. The student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

7. Number and Operations in Base Ten: Uses place value to compare numbers to 1,000.

1	2	3	4
The student is unable or rarely able to use place value to compare numbers to 1,000.	The student can sometimes, but is not consistently able to, use place value to compare numbers to 1,000.	The student consistently meets grade-level expectations in the area of using place value to compare numbers to 1,000.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of using place value to compare numbers to 1,000.

8. Number and Operations in Base Ten: Uses strategies to fluently add and subtract within 100.

1	2	3	4
The student is unable or rarely able to fluently add or subtract within 100.	The student can sometimes, but is not consistently able to, fluently add or subtract within 100.	The student consistently meets grade-level expectations in the area of fluently adding and subtracting within 100.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of fluently adding and subtracting within 100.

9. Number and Operations in Base Ten: Uses strategies to add and subtract within 1,000.

1	2	3	4
The student is unable or rarely able to accurately add or subtract 3-digit numbers.	The student can sometimes, but is not consistently able to, accurately add or subtract 3-digit numbers.	The student consistently meets grade-level expectations in the area of accurately adding or subtracting 3-digit numbers.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of adding and subtracting 4-digit numbers to solve complex, non-routine real-world problems through a variety of strategies. The student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

10. Measurement and Data: Measures, estimates, and compares measurements using standards units of length.

1	2	3	4
The student is unable or rarely able to use conventional, defined lengths to measure, estimate, and compare measurements using standard units of length.	The student can sometimes, but is not consistently able to, use conventional, defined lengths to measure, estimate, and compare measurements using standard units of length.	The student consistently meets grade-level expectations in the area of measuring, estimating, and comparing measurements using a standard unit of length.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of measuring, estimating, and comparing measurements using a standard unit of length

11. Measurement and Data: Solves word problems involving addition and subtraction of measurements with the same unit of length.

1	2	3	4
The student is unable or rarely able to solve word problems	The student can sometimes, but is not consistently able to solve word	The student consistently meets grade-level expectations in the	The student exceeds grade-level expectations, and is able to apply

involving addition and subtraction of measurements with the same unit of length.	problems involving addition and subtraction of measurements with the same unit of length.	area of solving word problems involving addition and subtraction of measurements with the same unit of length.	and extend content knowledge in the area of solving word problems involving addition and subtraction of measurements with the same unit of length.

12. Measurement and Data: Reads and writes time to the nearest five minutes.

1	2	3	4
The student is unable or rarely able to tell time from analog and digital clocks to the nearest five minutes using a.m. and p.m.	The student can sometimes, but is not consistently able to, tell time from analog and digital clocks to the nearest five minutes using a.m. and p.m.	The student consistently meets grade-level expectations in the area of telling time from analog and digital clocks to the nearest five minutes using a.m. and p.m.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of using the measurement of time to solve complex, non-routine real-world problems through a variety of strategies. The student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

13. Measurement and Data: Solves word problems involving money.

1	2	3	4
The student is unable or rarely able to identify the value of a group of dimes, nickels, and/or pennies. The student is unable or rarely able to count and appropriately label combinations of dollar bills and coins.	The student can sometimes, but is not consistently able to, identify the value of a group of dimes, nickels, and/or pennies. The student can sometimes, but is not consistently able to, count and appropriately label combinations of dollar bills and coins.	The student consistently meets grade-level expectations in the areas of identifying the value of a group of dimes, nickels, and/or pennies and counting and appropriately labeling combinations of dollar bills and coins.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of applying money value to solve complex, non-routine real-world problems through a variety of strategies. The student is able to communicate

			mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

14. Measurement and Data: Represents and interprets data.

1	2	3	4
The student is unable or rarely able to organize data by making a tally chart, pictograph, and bar graph and answer questions using that data.	The student can sometimes, but is not consistently able to organize data by making a tally chart, pictograph, and bar graph and answer questions using that data.	The student consistently meets grade-level expectations in the area of making a tally chart, pictograph, and bar graph and answering questions using that data.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of applying data charts to other areas for data collection and analysis through a variety of strategies. The student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

15. Geometry: Identifies and draws shapes with specified attributes.

1	2	3	4
The student is unable or rarely able to describe, classify, and analyze the attributes of two- and three-dimensional objects.	The student can sometimes, but is not consistently able to, describe, classify, and analyze the attributes of two- and three-dimensional objects.	The student consistently meets grade-level expectations in the area of describing, classifying, and analyzing the attributes of two- and three-dimensional objects.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of deconstructing a given shape in order to create a new shape to solve complex, non-routine real-world problems through a variety of strategies. The student is able to communicate mathematical practice clearly in oral, written,

			and/or graphic form to show why a result makes sense.

16. Geometry: Demonstrates understanding of shapes partitioned into fractions.

1	2	3	4
The student is unable or rarely able to demonstrate understanding of shapes partitioned into fractions.	The student can sometimes, but is not consistently able to, demonstrate understanding of shapes partitioned into fractions.	The student consistently meets grade-level expectations in the area of demonstrating understanding of shapes partitioned into fractions.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of demonstrating understanding of shapes partitioned into fractions.

17. Mathematical Reasoning: Models with mathematics.

1	2	3	4
The student is unable or rarely able to model with mathematics in order to solve real world and mathematical problems.	The student can sometimes, but is not consistently able to, model with mathematics in order to solve real world and mathematical problems.	The student consistently meets grade-level expectations by modeling with mathematics in order to solve real world and mathematical problems. .	The student exceeds grade-level expectations, and is able to apply and extend content knowledge independently by modeling with mathematics in order to solve real world and mathematical problems. Student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.

18. Mathematical Reasoning: Looks for and expresses regularity in repeated reasoning.

1	2	3	4
The student is unable or rarely able to look for and express regularity in repeated reasoning.	The student can sometimes, but is not consistently able to, to look for and express regularity in repeated reasoning.	The student consistently meets grade-level expectations by to looking for and expressing regularity in repeated reasoning.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge independently by consistently looking for and expressing regularity in repeated reasoning.