

<b>SECOND GRADE: By the end of the year: p. 1 of 3</b>				
<b>Number Composition and Decomposition (Basic Facts to 20)</b>				
<b>Assessment</b>	<b>Below Grade Level</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>#5 Combination Trains</b>	<ul style="list-style-type: none"> <li>Does not know number combinations to 7</li> <li>Counts all or counts on for most combinations.</li> </ul>	<ul style="list-style-type: none"> <li>Knows number combinations to 7 and doubles to 10</li> <li>Counts on or uses a related combination for combinations to 20</li> </ul>	<ul style="list-style-type: none"> <li>Knows number combinations to 10</li> <li>Combines numbers to 20 by using doubles + or - 1 and/or by organizing numbers into 1 ten and leftovers</li> </ul>	<ul style="list-style-type: none"> <li>Knows number combinations to 20</li> </ul>
<b>#6 The Hiding Assessment</b>	Does not know the missing number for parts of numbers to 6	<ul style="list-style-type: none"> <li>Knows the missing number for parts of numbers to 7 or 8 and most of parts of 10.</li> <li>Figures out unknown parts of numbers to 10 with ease</li> </ul>	Knows the missing number for parts of numbers through 10	<ul style="list-style-type: none"> <li>Knows the missing number for parts of numbers through 10</li> <li>Uses knowledge of parts of numbers to 10 to solve problems, some of which use numbers larger than 10</li> </ul>
<b>Comparing Numbers</b>				
<b>#3 More/Less Trains</b>	<p><b>WHEN WORKING WITH NUMBERS TO 12:</b></p> <p><b>When the groups are lined up:</b></p> <p><b>When the groups are not lined up,</b> Tells how many in the group with more or is sometimes unable to figure out the correct answer</p>	<p><b>WHEN WORKING WITH NUMBERS TO 12:</b></p> <p><b>When the groups are lined up:</b></p> <ul style="list-style-type: none"> <li>Can quickly tell how many more for differences up to 3; figures out for larger differences</li> <li>Can tell how many less for differences of 1 or 2; figures out for larger differences</li> </ul> <p><b>When the groups are not lined up,</b></p> <ul style="list-style-type: none"> <li>Can figure out how many more and how many less for any difference</li> </ul>	<p><b>WHEN WORKING WITH NUMBERS TO 12:</b></p> <p><b>When the groups are lined up:</b></p> <ul style="list-style-type: none"> <li>Knows how many more and how many less for any difference</li> </ul> <p><b>When the groups are not lined up:</b> Knows some differences; can figure out how many more and how many less for any unknown difference</p> <p><b>When presented word problems which ask for the difference:</b> Knows or can figure out the difference</p> <p><b>WHEN WORKING WITH NUMBERS BEYOND 12 in informal situations when the groups are not lined up:</b> Can figure out differences using models</p>	<p><b>WHEN WORKING WITH NUMBERS TO 12:</b></p> <p><b>When the groups are not lined up:</b></p> <ul style="list-style-type: none"> <li>Knows how many more and how many less for any difference</li> </ul> <p><b>WHEN WORKING WITH NUMBERS TO 100 in many informal situations (including word problems asking for the difference):</b></p> <p>Knows some differences and can figure out any unknown differences</p>

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**Numbers as Tens and Ones**

<b>Assessment</b>	<b>Below Grade Level</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>#7 Ten Frames Part One: Addition Using Ten Frames</b>	<p><b>When presented with ten frames:</b></p> <ul style="list-style-type: none"> <li>Does not use 10s and 1s; combines 2 single-digit numbers totaling more than 10 without regard for grouping into a 10 and leftovers</li> <li>May be able to combine ten and some more without counting. (e.g. knows 10 and 5 is 15)</li> </ul>	<p><b>When presented with ten frames:</b></p> <p>Combines 2 single-digit quantities totaling more than 10 by organizing them into one ten and figuring out the number of leftovers. Combines the ten and leftovers without counting. (e.g. knows 10 and 5 is 15)</p>	<p><b>With and without ten frames available:</b></p> <ul style="list-style-type: none"> <li>Combines 2 single-digit quantities totaling more than 10 by mentally organizing them into one ten and leftovers and telling how many all together using known combinations</li> </ul>	<p><b>With and without ten frames available:</b></p> <ul style="list-style-type: none"> <li>Adds by organizing 2 single-digit numbers totaling more than 10 into one ten and leftovers mentally with ease</li> <li>Able to see connections to larger numbers (if <math>7 + 8</math> is 15, then <math>17 + 8</math> must be 25)</li> <li>Organizes quantities into 10s and leftovers to add 2 and/or 3-digit numbers</li> </ul>
<b>#7 Ten Frames Part Two: Subtraction Using Ten Frames</b>	<p><b>When presented with ten frames:</b></p> <p>Uses the ten frame to figure out how many left when subtracting a number from 10 and some more</p>	<p><b>When presented with ten frames:</b></p> <p>Figures out how many left when subtracting a number from 10 and some more. May need a model</p>	<p><b>When presented with ten frames:</b></p> <p>Figures out how many left when subtracting a number from 10 and some more using known combinations.</p>	<p><b>With and without ten frames available:</b></p> <ul style="list-style-type: none"> <li>Breaks ten apart to subtract mentally with ease</li> <li>Able to see connections to larger numbers (if <math>13 - 6</math> is 7, then <math>23 - 6</math> must be 17)</li> <li>Breaks apart 10 to subtract from 2 and/or 3-digit numbers</li> </ul>
<b>#8 Grouping Tens</b>	<p><b>When working with numbers to 99 that are grouped into tens and leftovers:</b></p> <ul style="list-style-type: none"> <li>Counts by tens to determine the total</li> <li>Counts to add or subtract 10 from a number</li> </ul>	<p><b>When working with numbers to 99 that are grouped into tens and leftovers:</b></p> <ul style="list-style-type: none"> <li>Knows total quantity instantly when the number of tens and ones is known.</li> <li>Counts to add or subtract 10 from a number</li> </ul>	<p><b>When working with numbers to 99 that are grouped into tens and leftovers:</b></p> <ul style="list-style-type: none"> <li>Knows total quantity instantly when the number of tens and ones is known.</li> <li>Adds 10 or subtracts 10 without counting</li> <li>Adds and subtracts groups of tens without counting</li> </ul>	<p><b>When working with numbers to 99 that are grouped into tens and leftovers:</b></p> <ul style="list-style-type: none"> <li>Knows total quantity instantly when the number of tens and ones is known for numbers to 99</li> <li>Adds 10 or subtracts 10 without counting</li> </ul>

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**Numbers as Tens and Ones (cont.)**

<b>Assessment</b>	<b>Below Grade Level</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>#9 Two-Digit Addition &amp; Subtraction</b>  <b>Part One: Adding UP Tens</b>	<ul style="list-style-type: none"> <li>•Unable to add without a model and counts to get answers</li> <li>Or</li> <li>•Follows a memorized procedure without demonstrating understanding</li> </ul>	Adds two-digit numbers by reorganizing the quantities into all the tens possible and determining the number of leftovers; combines the tens and ones instantly; needs to move the model for most problems	Mentally (with no model present) adds two-digit numbers by reorganizing the quantities into all the tens possible and determining the number of leftovers; combines the tens and ones instantly	<ul style="list-style-type: none"> <li>•Mentally (with no model present) adds two-digit numbers,</li> <li>•Knows more than one strategy and chooses a strategy that is efficient for the particular numbers</li> </ul>
<b>#9 Two-Digit Addition &amp; Subtraction</b>  <b>Part Two: Breaking up Tens</b>	<ul style="list-style-type: none"> <li>Unable to subtract without a model and counts to get answers</li> <li>Or</li> <li>Follows a memorized procedure without demonstrating understanding</li> </ul>	<ul style="list-style-type: none"> <li>•Subtracts two-digit numbers by breaking up a ten when necessary; need to move models to determine answers</li> </ul>	<ul style="list-style-type: none"> <li>•Subtracts two-digit numbers by breaking up a ten when necessary; may need models to aid thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Mentally (with no model present) subtracts two-digit numbers</li> <li>•Knows more than one strategy and chooses a strategy that is efficient for the particular numbers</li> </ul>