

**NUMBER SENSE AND OPERATIONS**  
**Measurement Topic: Number Sense and Number Systems**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
<b>3.5</b>	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Reading, writing, comparing, ordering, and plotting whole numbers and commonly used fractions in both numerals and words:             <ul style="list-style-type: none"> <li>○ Reading and writing whole numbers up to 1,000 in both numerals and words</li> <li>○ Comparing, ordering, and plotting whole numbers up to 1,000</li> <li>○ Reading, writing, and comparing commonly used fractions (e.g., <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>)</li> <li>○ Modeling and writing whole numbers in expanded form (e.g., <math>378 = 300 + 70 + 8</math>)</li> <li>○ Composing and decompose numbers (e.g., <math>37 = 30 + 7 = 17 + 20 = 40 - 3</math>)</li> <li>○ Using the symbols <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> when comparing numbers</li> </ul> </li> <li>• Explaining the place value relationships of whole numbers (up to 1,000)</li> <li>• Identifying and constructing fractions using models (folding strips, parts of a whole, parts of a set)</li> <li>• Explaining and modeling the relationship between fractional parts and one whole (e.g., <math>\frac{4}{4} = 1</math> whole, <math>\frac{7}{7} = 1</math> whole)</li> <li>• Explaining the inverse relationship between size of a unit fraction (<math>\frac{1}{12}</math> to <math>\frac{1}{2}</math>) and the size of the denominator (e.g., <math>\frac{1}{5}</math> is smaller than <math>\frac{1}{2}</math>)</li> <li>• Describing the characteristics of odd and even numbers</li> <li>• Counting to 1,000 starting at any number in the sequence by 1's, 2's, 3's, 4's, 5's, and 10's</li> </ul>

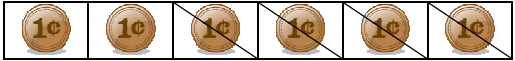
<b>2.5</b>	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Fraction</li> <li>○ Expanded form</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:             <ul style="list-style-type: none"> <li>○ <math>&lt;</math> is a symbols that means "less than"</li> <li>○ Identifying the place value of a digit in a number (e.g., in 3,241, the digit 2 is in the hundreds place)</li> <li>○ Recognizing accurate representations of various simple fractions and fractional parts</li> <li>○ <math>\frac{1}{5} &lt; \frac{1}{2}</math></li> <li>○ Classifying various numbers as odd or even</li> <li>○ Writing missing numbers in sequences of numbers (__, 45, 47, __, 51)</li> </ul> </li> </ul>
<b>1.5</b>	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
<b>0.5</b>	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**NUMBER SENSE AND OPERATIONS**  
**Measurement Topic: Addition and Subtraction**  
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Modeling and using the Associative and Commutative properties of addition</li> <li>• Modeling and using the inverse relationship between addition and subtraction</li> <li>• Adding and subtracting 2- and 3-digit whole numbers:           <ul style="list-style-type: none"> <li>○ Adding and subtracting whole numbers up to 3-digits with and without regrouping</li> <li>○ Finding the sum of three or more 2-digit whole numbers</li> </ul> </li> <li>• Developing multiple strategies to add and subtract whole numbers (e.g., compensation, doubling, modeling, properties, formal algorithms)</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Associative Property</li> <li>○ Commutative Property</li> <li>○ Compensation</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ The following example shows the associative property for addition               <math display="block">5 + (2 + 8) = (5 + 2) + 8</math> <math display="block">5 + (10) = (7) + 8</math> <math display="block">15 = 15</math> </li> <li>○ Addition and subtraction are opposite operations (<i>e.g.</i>, <math>5 + 4 = 9</math>, so <math>9 - 4 = 5</math>)</li> <li>○ <math>355 + 120 = 475</math></li> <li>○ The following example models <math>6 - 4 = ?</math></li> </ul> </li> </ul> <div style="text-align: center;">  </div>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**NUMBER SENSE AND OPERATIONS**  
**Measurement Topic: Multiplication and Division**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Representing multiplication in multiple ways (repeated addition, area models, tables, patterns, arrays, doubling)</li> <li>• Representing division in multiple ways (repeated subtraction, equal sharing, forming equal groups)</li> <li>• Demonstrating mastery of multiplication facts up to <math>5 \times 5</math></li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Multiplication</li> <li>○ Repeated subtraction</li> <li>○ Area models</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ <math>3 \times 3</math> by skip counting is 3, 6, 9</li> <li>○ <math>8 \div 2</math> by repeated subtraction means counting the number of times 2 can be subtracted from 8 until the answer is 0 (e.g., <math>8 - 2 = 6</math> [1], <math>6 - 2 = 4</math> [2], <math>4 - 2 = 2</math> [3], <math>2 - 2 = 0</math> [4], so <math>8 \div 2</math> is 4)</li> <li>○ <math>? \times 3 = 15</math>, solution: 5</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**NUMBER SENSE AND OPERATIONS**  
**Measurement Topic: Operations, Computations, and Estimation**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Estimating sums and differences of whole numbers</li> <li>• Using mental arithmetic to add and subtract 3-digit whole numbers and 1-digit whole numbers or multiples of 10 and 100</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Front-end estimation</li> <li>○ Regrouping</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ <math>35 - 18</math> using front-end estimation without rounding would be: <math>30 - 10 = 20</math>; with rounding: <math>40 - 20 = 20</math></li> <li>○ <math>100 + 100 = 200</math></li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**ALGEBRA AND FUNCTIONS**  
**Measurement Topic: Basic Patterns**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Copying, describing, and extending numeric (addition and subtraction) and geometric (shape) patterns</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Numeric pattern</li> <li>○ Geometric pattern</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ The following example shows an addition pattern: 2, 4, 6, 8, 10</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**ALGEBRA AND FUNCTIONS**  
**Measurement Topic: Algebraic Representations and Mathematical Models**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Writing number sentences for problem situations involving addition and subtraction of whole numbers</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Number sentence</li> <li>○ Problem situation</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Problem situation: the truck holds twenty crates, the driver has already loaded nine crates, how many more crates will fit in the truck? Number sentence: <math>20 - 9 = ?</math></li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**GEOMETRY**  
**Measurement Topic: Lines, Angles, and Geometric Objects**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Classifying and sorting two- and three-dimensional figures by the attributes (e.g., faces, edges, vertices, shape)</li> <li>• Investigating and predicting the results of combining or separating two- and three-dimensional figures</li> <li>• Identifying, describing, and comparing two- and three-dimensional figures (e.g., circle, rhombus, triangle, rectangle)</li> </ul>

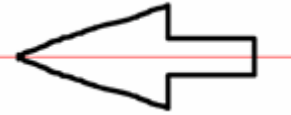
2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Faces</li> <li>○ Parallelogram</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing the edges of a square</li> <li>○ A triangle and circle can be combined to look like a cone</li> <li>○ A triangle has 3 sides</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**GEOMETRY**  
**Measurement Topic: Transformations, Congruency, and Similarity**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Explaining why two shapes in any position can be congruent</li> <li>• Identifying and drawing lines of symmetry in shapes and figures (e.g., logos, alphabet)</li> <li>• Investigating and predicting simple transformations of basic two-dimensional figures (translation, reflection, rotation)</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Symmetry</li> <li>○ Translation</li> <li>○ Reflection</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Shapes can be congruent no matter what their position might be</li> <li>○ The following picture has line symmetry</li> </ul> </li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>○ Flipping a shape creates a mirror image</li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**MEASUREMENT**  
**Measurement Topic: Measurement Systems**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• <b>Measuring and estimating length:</b> <ul style="list-style-type: none"> <li>○ Selecting and applying appropriate units and tools to measure length (U.S. customary and metric)</li> <li>○ Measuring length to the nearest inch, foot, yard, centimeter, and meter</li> <li>○ Estimating length</li> <li>○ Establishing personal or common referents for units of length (e.g., the width of a finger is about a centimeter)</li> </ul> </li> <li>• <b>Measuring and estimating weight/mass:</b> <ul style="list-style-type: none"> <li>○ Selecting and applying appropriate units and tools to measure weight/mass (U.S. customary and metric)</li> <li>○ Measuring weight/mass to the nearest gram, ounce, and pound</li> <li>○ Estimating weight/mass</li> <li>○ Establishing personal or common referents for units of weight/mass (e.g., a small paper clip has a mass of about 1 gram)</li> </ul> </li> <li>• <b>Measuring and estimating capacity:</b> <ul style="list-style-type: none"> <li>○ Selecting and applying appropriate units and tools to measure capacity (U.S. customary and metric)</li> <li>○ Measuring capacity to the nearest cup, pint, and liter</li> <li>○ Estimating capacity</li> <li>○ Establishing personal or common referents for units of capacity (e.g., a large bottle of soda pop is 2 liters)</li> </ul> </li> <li>• <b>Investigating and using the relationship between units of length, weight/mass, and capacity (e.g., inch to foot to yard, centimeter to meter, pints to gallons, ounces to pounds)</b></li> <li>• <b>Adding and subtracting lengths that may require regrouping (inches to feet, meters to centimeters)</b></li> </ul>


2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognizing and recalling specific terminology such as:</b> <ul style="list-style-type: none"> <li>○ Standard measurement</li> <li>○ Standard measures of capacity</li> </ul> </li> <li>• <b>Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:</b> <ul style="list-style-type: none"> <li>○ A plant that measures three feet and four inches to the nearest foot is three feet</li> <li>○ A balance scale can be used to find out how many small paper clips come close to equaling the weight of one small eraser</li> <li>○ One full 2 liter soda pop bottle and a second one 3/4 full would come close to filling a one gallon container, two full 2 liter soda pop bottles would over fill the container</li> <li>○ 3 feet = 1 yard</li> <li>○ Solving simple addition and subtraction problems with various lengths</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**MEASUREMENT**  
**Measurement Topic: Time, Temperature, and Money**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Measuring and estimating temperature:           <ul style="list-style-type: none"> <li>○ Selecting and applying appropriate units and tools to measure temperature (Fahrenheit and Celsius)</li> <li>○ Measuring temperature in degrees Fahrenheit and Celsius</li> </ul> </li> <li>• Telling time to the nearest quarter hour and five-minute interval using digital and analog clocks</li> <li>• Finding the duration of intervals of time in hours and half hours</li> <li>• Representing and comparing money :           <ul style="list-style-type: none"> <li>○ Reading and writing amounts of money using decimal notation</li> <li>○ Modeling equal amounts of money with different coin combinations</li> <li>○ Determining the value of various collections of money</li> <li>○ Using the fewest number of coins to show given amounts of money</li> <li>○ Determining the amount of change from a purchase (up to \$1)</li> </ul> </li> <li>• Adding and subtracting money in dollars and cents</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Second</li> <li>○ Time interval</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ A mercury thermometer is often used to measure temperature inside the classroom</li> <li>○ The following picture shows 1:15</li> </ul> </li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>○ Identifying and using the relationship between units of time (e.g., 60 seconds in 1 minute, 60 minutes in 1 hour)</li> <li>○ Identifying the value of a quarter</li> <li>○ 5 dollars 75 cents - 2 dollars 50 cents = 3 dollars 25 cents</li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**MEASUREMENT**  
**Measurement Topic: Perimeter, Area, and Volume**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Finding the perimeter of rectangles and triangles by using string, links, and adding side lengths</li> <li>• Finding the area of rectangles and squares by covering them with square units and using grids of unit squares</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Perimeter</li> <li>○ Area</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ The perimeter of a triangle can be found by adding the lengths of all three sides</li> <li>○ The area of a rectangle can be found by counting the number of square units that cover the rectangle</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**DATA ANALYSIS AND PROBABILITY**  
**Measurement Topic: Data Organization and Interpretation**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Collecting and recording data using tally marks, charts, and tables</li> <li>• Constructing and interpreting simple tables, plots, and graphs:             <ul style="list-style-type: none"> <li>○ Constructing and interpreting tables, pictographs (any scale), bar graphs (horizontal or vertical), and Venn diagrams</li> <li>○ Constructing and interpreting line plots</li> <li>○ Constructing and interpreting line graphs</li> <li>○ Formulating and discussing conclusions and predications made from tables and graphs</li> </ul> </li> <li>• Determining the minimum, maximum, mode, and range for a set of simple data</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Table</li> <li>○ Mode</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:             <ul style="list-style-type: none"> <li>○ Classroom temperatures can be recorded for a month and displayed as a table</li> <li>○ A bar graph can be used to show the number of students with birthdays in each month</li> <li>○ The lowest number in a set of data is the minimum</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

## DATA ORGANIZATION AND PROBABILITY

### Measurement Topic: Probability

Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Predicting and recording results of simple probability experiments</li> <li>• Describing events as certain, likely, unlikely, or impossible</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:                             <ul style="list-style-type: none"> <li>○ Impossible</li> <li>○ Experiment</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:                             <ul style="list-style-type: none"> <li>○ The spinner is more likely to land on the color with the largest section non an unequally divided spinner</li> <li>○ Rolling a 7 on two dice would be likely, while rolling a 2 would be unlikely</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**PROBLEM SOLVING**  
**Measurement Topic: Strategies and Reasoning**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Selecting and applying appropriate strategies to solve problems individually or as a group (e.g., organized lists, charts, modeling with pictures or manipulatives, and informal counting strategies)</li> <li>• Determining the approach, materials, and strategies to use in solving problems</li> <li>• Explaining and using the connections between two problems</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Manipulatives</li> <li>○ Organized List</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing examples of different problem solving strategies</li> <li>○ Recognizing examples of appropriate materials for solving a given problem</li> <li>○ Recognizing examples of using connections between two problems</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

**PROBLEM SOLVING**  
**Measurement Topic: Validity of Results**  
 Grade Two

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<b>Student exhibits no major errors or omissions and demonstrates understanding by:</b> <ul style="list-style-type: none"> <li>• Making precise calculations and checking the validity of the results in context of the problem</li> <li>• Explaining and justifying the reasoning and strategies used to solve a problem</li> </ul>

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
<b>Score 2.0</b>	<b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Checking</li> <li>○ Calculations</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing correct calculations and basic ways to check for validity</li> <li>○ Recognizing basic ways to solve a problem</li> </ul> </li> </ul>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
<b>1.0</b>	<b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements