BENCHMARK COMPLEXITY REPORT
MATHEMATICS GRADE 2

Key: **OCS Code** = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
Benchmark = The wording of the benchmark.
CCSS Code = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
CRS Strand = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
The CRS Strands are: BOA = Basic Operations & Applications, PSD = Probability/Statistics/Data, NCP = Numbers/Concepts/Properties, XEI = Expression/Equation & Inequality,
GRE = Graphical Representations, PPF = Properties of Plane Fugures, MEA = Measurement, FUN = Functions.

	a. Low Complexity				b. Intermediate Complexity				c. High Complexity		
OCS Code	**Benchmark**	**CCSS Code**	**CRS Strand**	**OCS Code**	**Benchmark**	**CCSS Code**	**CRS Strand**	**OCS Code**	**Benchmark**	**CCSS Code**	**CRS Strand**
DOMAIN: Standards for Mathematical Content											
Operations and Algebraic Thinking											
2.SMC.OA.2.2-1.a	Add and subtract numbers up to 20 mentally	2.OA.B.2	BOA	2.SMC.OA.1.1-1.b	Add and subtract numbers up to 100 to solve one-step word problems	2.OA.A.1	BOA	2.SMC.OA.3.2-1.c	Add objects arranged in a rectangular array with up to 5 rows and 5 columns	2.OA.C.4	BOA
2.SMC.OA.2.2-2.a	Memorize all sums of two one-digit numbers	2.OA.B.2	BOA	2.SMC.OA.1.1-2.b	Add and subtract numbers up to 100 to solve two-step word problems	2.OA.A.1	BOA	2.SMC.OA.3.2-2.c	Write an equation to express the total of a rectangular array with up to 5 rows and 5 columns as a sum of equal addends	2.OA.C.4	BOA
2.SMC.OA.3.1-1.a	Determine whether a group of 20 or fewer objects has an odd or even number of members	2.OA.C.3	NCP	2.SMC.OA.3.1-2.b	Write an equation to express an even number as a sum of two equal addends	2.OA.C.3	BOA				
Number and Operations in Base Ten											
				2.SMC.NBT.1.1.b	Represent the three digits of a three-digit number in amounts of hundreds, tens, and ones	2.NBT.A.1	NCP	2.SMC.NBT.1.4-1.c	Compare two three-digit numbers based on a breakdown into hundreds, tens, and ones	2.NBT.A.4	NCP
				2.SMC.NBT.1.2.b	Count numbers up to 1000 by skip-counting 5s, 10s, and 100s	2.NBT.A.2	NCP	2.SMC.NBT.1.4-2.c	Record the results of comparisons between two three-digit numbers using the symbols >, =, and <	2.NBT.A.4	NCP
				2.SMC.NBT.1.3-1.b	Read numbers up to 1000 using base-ten numerals, number names, and expanded form	2.NBT.A.3	NCP	2.SMC.NBT.2.3-2.c	Explain the process of adding and subtracting numbers up to 1000	2.NBT.B.7	BOA
				2.SMC.NBT.1.3-2.b	Write numbers up to 1000 using base-ten numerals, number names, and expanded form	2.NBT.A.3	NCP	2.SMC.NBT.2.4-1.c	Add 10 or 100 to a given number between 100 and 900 mentally	2.NBT.B.8	BOA
				2.SMC.NBT.2.1.b	Add and subtract numbers up to 100 fluently	2.NBT.B.5	BOA	2.SMC.NBT.2.4-2.c	Subtract 10 or 100 from a given number between 100 and 900 mentally	2.NBT.B.8	BOA
				2.SMC.NBT.2.2.b	Add up to four two-digit numbers	2.NBT.B.6	BOA	2.SMC.NBT.2.5-1.c	Explain how using place value facilitates addition and subtraction	2.NBT.B.9	NCP
				2.SMC.NBT.2.3-1.b	Add and subtract numbers up to 1000	2.NBT.B.7	BOA	2.SMC.NBT.2.5-2.c	Explain how using the properties of operations facilitates addition and subtraction	2.NBT.B.9	BOA
Measurement and Data											
2.SMC.MD.1.1.a	Measure the length of an object by selecting and using appropriate tools	2.MD.A.1	MEA	2.SMC.MD.1.2.b	Describe how an object measured twice using different measurement units relates to the size of the unit	2.MD.A.2	MEA	2.SMC.MD.1.4.c	Determine the difference in length of two objects measured by a standard length unit	2.MD.A.4	MEA
2.SMC.MD.3.1-1.a	Tell the time to the nearest five minutes including A.M. and P.M., using analog and digital clocks	2.MD.C.7	MEA	2.SMC.MD.1.3.b	Estimate lengths using units of inches, feet, centimeters, and meters	2.MD.A.3	MEA	2.SMC.MD.2.1.c	Add and subtract up to 100 to solve word problems involving lengths measured using a standard length unit	2.MD.B.5	MEA
2.SMC.MD.3.1-2.a	Write the time to the nearest five minutes, including A.M. and P.M., using analog and digital clocks	2.MD.C.7	MEA	2.SMC.MD.2.2-1.b	Represent whole numbers up to 100 as lengths from 0 on a number line diagram with equally spaced points	2.MD.B.6	GRE	2.SMC.MD.4.1-1.c	Create a line plot from repeated measures of the length of an object to the nearest whole unit	2.MD.D.9	PSD
				2.SMC.MD.2.2-2.b	Represent whole-number sums and differences of two lengths on a number line diagram with equally spaced points beginning at 0 and up to 100	2.MD.B.6	GRE	2.SMC.MD.4.1-2.c	Create a line plot from measures of the lengths of several objects to the nearest whole unit	2.MD.D.9	PSD
				2.SMC.MD.3.2.b	Solve word problems using different denominations of cash	2.MD.C.8	MEA	2.SMC.MD.4.2-1.c	Represent data from up to four categories on a picture graph and bar chart	2.MD.D.10	PSD
								2.SMC.MD.4.2-2.c	Solve problems using information presented in a bar graph	2.MD.D.10	PSD
Geometry											
2.SMC.G.1.1-1.a	Recognize triangles, quadrilaterals, pentagons, hexagons, and cubes	2.G.A.1	MEA	2.SMC.G.1.1-2.b	Draw shapes having a given number of angles, faces, or lengths	2.G.A.1	MEA	2.SMC.G.1.3-1.c	Partition circles and rectangles into two, three, or four equal shares	2.G.A.3	MEA
				2.SMC.G.1.2-1.b	Partition a rectangle into rows and columns of same-size squares	2.G.A.2	MEA	2.SMC.G.1.3-2.c	Describe two, three and four equal shares of circles and rectangles using words and phrases	2.G.A.3	MEA
				2.SMC.G.1.2-2.b	Count the number of same-size squares in a rectangle partitioned into rows and columns	2.G.A.2	MEA	2.SMC.G.1.3-3.c	Recognize the shapes of equal shares of identical wholes	2.G.A.3	MEA
DOMAIN: Standards for Mathematical Practices											
Solve Problems											

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OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
								2.SMP.1.1-1.c	Make sense of your problem	MP1	
								2.SMP.1.1-2.c	Reflect on your thinking as you solve your problem	MP1	
								2.SMP.1.1-3.c	Keep trying when your problem is hard	MP1	
								2.SMP.1.1-4.c	Check whether your answer makes sense	MP1	
								2.SMP.1.1-5.c	Solve problems in more than one way	MP1	
								2.SMP.1.1-6.c	Compare the strategies you and others use	MP1	
					Reason						
								2.SMP.2.1-1.c	Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects	MP2	
								2.SMP.2.1-2.c	Make sense of the representations you and others use	MP2	
								2.SMP.2.1-3.c	Make connections between representations	MP2	
					Construct Arguments						
								2.SMP.3.1-1.c	Make mathematical conjectures and arguments	MP3	
								2.SMP.3.1-2.c	Make sense of others' mathematical thinking	MP3	
					Model						
								2.SMP.4.1-1.c	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations	MP4	
								2.SMP.4.1-2.c	Use mathematical models to solve problems and answer questions	MP4	
					Use Tools						
								2.SMP.5.1-1.c	Choose appropriate tools	MP5	
								2.SMP.5.1-2.c	Use tools effectively and make sense of your results	MP5	
					Attend to Precision						
								2.SMP.6.1-1.c	Explain your mathematical thinking clearly and precisely	MP6	
								2.SMP.6.1-2.c	Use an appropriate level of precision for your problem	MP6	
								2.SMP.6.1-3.c	Use clear labels, units, and mathematical language	MP6	
								2.SMP.6.1-4.c	Think about accuracy and efficiency when you count, measure, and calculate	MP6	
					Use Structure						
								2.SMP.7.1-1.c	Look for mathematical structures such as categories, patterns, and properties	MP7	
								2.SMP.7.1-2.c	Use structures to solve problems and answer questions	MP7	
					Express Regularity						
								2.SMP.8.1.c	Create and justify rules, shortcuts, and generalizations	MP8	