ARCHDIOCESE OF CHICAGO

# Proficiency Scale Grade 2

**Domain: Standards for Mathematical Content**
**Strand: Operations and Algebraic Thinking (OA)**
**Benchmark Code: 2.SMC.OA.1**
**Standard: Represent and solve problems involving addition and subtraction. (DOK 2)**

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| **Score 4.0** | **In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.**<br>Examples include, but are not limited to:<br>● Add and subtract numbers beyond 100.<br>● Solve multi-step word problems by adding and subtracting numbers beyond 100. | |
| | *Score 3.5* | *In addition to a score 3.0 performance, partial success at score 4.0 content* |
| **Score 3.0** | **Target goals:**<br>● **Represent and add numbers up to 100 with and without regrouping.**<br>● **Represent and subtract numbers up to 100 with and without regrouping.**<br>● **Solve two-step word problems involving addition and subtraction.** | |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content* |
| **Score 2.0** | **Simpler goals:**<br>● Recognize and recall specific vocabulary, such as:<br>○ sum, difference, all together, in total, in all.<br>● Represent addition and subtraction problems using manipulatives and pictures.<br>● Solve one-step word problems involving addition and subtraction | |
| | *Score 1.5* | *Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content* |
| **Score 1.0** | **With help, partial success at score 2.0 content and score 3.0 content** | |
| | *Score 0.5* | *With help, partial success at score 2.0 content but not at score 3.0 content* |
| **Score 0.0** | **Even with help, no success** | |

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# Proficiency Scale Grade 2

**Domain: Standards for Mathematical Content**
**Strand: Operations and Algebraic Thinking (OA)**
**Benchmark Code: 2.SMC.OA.2**
**Standard: Add and subtract within 20. (DOK 1)**

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| **Score 4.0** | **In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.**<br>Examples include, but are not limited to:<br>● Add and subtract within 50 mentally.<br>● Apply and explain the commutative property (2 + 3 = 3 + 2) and associative property (2 + 6 + 4 = 2 + 10 = 12). | |
| | *Score 3.5* | *In addition to a score 3.0 performance, partial success at score 4.0 content* |
| **Score 3.0** | **Target goals:**<br>● **Add within 20 mentally.**<br>● **Subtract within 20 mentally.**<br>● **Memorize all sums of two one-digit numbers.** | |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content* |
| **Score 2.0** | **Simpler goals:**<br>● Recognize and recall specific vocabulary, such as:<br>○ sum, difference.<br>● Add and subtract within 10 mentally.<br>● Add and subtract within 20 using different strategies. | |
| | *Score 1.5* | *Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content* |
| **Score 1.0** | **With help, partial success at score 2.0 content and score 3.0 content** | |
| | *Score 0.5* | *With help, partial success at score 2.0 content but not at score 3.0 content* |
| **Score 0.0** | **Even with help, no success** | |

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| Proficiency Scale Grade 2 | | |
|---|---|---|
| **Domain: Standards for Mathematical Content**<br>**Strand: Operations and Algebraic Thinking (OA)**<br>**Benchmark Code: 2.SMC.OA.3**<br>**Standard: Work with equal groups of objects to gain foundations for multiplication. (DOK 2)** | | |
| **Score 4.0** | **In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.**<br>Examples include, but are not limited to:<br>● Write an equation to express the total of a rectangular array with 6 or more rows and 6 or more columns as a sum of equal addends.<br>● Create an array with 6 or more rows and 6 or more columns to represent a given equation. | |
| | *Score 3.5* | *In addition to a score 3.0 performance, partial success at score 4.0 content* |
| **Score 3.0** | **Target goals:**<br>● **Write an equation to express the sum of two equal addends as an even number.**<br>● **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.** | |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content* |
| **Score 2.0** | **Simpler goals:**<br>● Recognize and recall specific vocabulary, such as:<br>○ sum, addend, even.<br>● Determine whether a group of 20 or fewer objects contains an odd or even number of objects.<br>● Add objects arranged in a rectangular array with up to 5 rows and 5 columns. | |
| | *Score 1.5* | *Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content* |
| **Score 1.0** | **With help, partial success at score 2.0 content and score 3.0 content** | |
| | *Score 0.5* | *With help, partial success at score 2.0 content but not at score 3.0 content* |
| **Score 0.0** | **Even with help, no success** | |

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| Proficiency Scale Grade 2 | | |
|---|---|---|
| **Domain: Standards for Mathematical Content**<br>**Strand: Number and Operations in Base Ten (NBT)**<br>**Benchmark Code: 2.SMC.NBT.1**<br>**Standard: Understand place value (DOK 2)** | | |
| **Score 4.0** | **In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.**<br>Examples include, but are not limited to:<br>● Compare and contrast two three- or four-digit numbers using the symbols >, <, or =.<br>● Represent the digits of a four-digit or more number in amounts ones, tens, hundreds, thousands, etc. | |
| | *Score 3.5* | *In addition to a score 3.0 performance, partial success at score 4.0 content* |
| **Score 3.0** | **Target goals:**<br>● **Represent the three digits of a three-digit number in amounts of hundreds, tens, and ones.**<br>● **Record the results of comparisons between two three-digit numbers using the symbols >, <, and =.** | |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content* |
| **Score 2.0** | **Simpler goals:**<br>● Recognize and recall specific vocabulary, such as:<br>○ hundreds, tens, ones, expanded form, >, <, and =.<br>● Count numbers up to 1,000 by skip-counting 5s, 10s, and 100s.<br>● Read and write numbers up to 1,000 using base-ten numerals, number names, and expanded form.<br>● Use manipulatives or models to represent a three digit number. | |
| | *Score 1.5* | *Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content* |
| **Score 1.0** | **With help, partial success at score 2.0 content and score 3.0 content** | |
| | *Score 0.5* | *With help, partial success at score 2.0 content but not at score 3.0 content* |
| **Score 0.0** | **Even with help, no success** | |

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# Proficiency Scale Grade 2

**Domain: Standards for Mathematical Content**
**Strand: Number and Operations in Base Ten (NBT)**
**Benchmark Code: 2.SMC.NBT.2**
**Standard: Use place value understanding and properties of operations to add and subtract. (DOK 2)**

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| **Score 4.0** | **In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.**<br>Examples include, but are not limited to:<br>● Explain the process of adding and subtracting numbers beyond 1,000. | |
| | *Score 3.5* | *In addition to a score 3.0 performance, partial success at score 4.0 content* |
| **Score 3.0** | **Target goals:**<br>● **Demonstrate how using place value and properties of operations facilitates addition and subtraction.**<br>● **Add and subtract up to 1,000.**<br>● **Add and subtract 10 or 100 to a given number between 100 and 900 mentally.** | |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content* |
| **Score 2.0** | **Simpler goals:**<br>● Recognize and recall specific vocabulary, such as:<br>○ hundreds, tens, ones, thousands, sum, difference.<br>● Demonstrate the process of adding and subtracting numbers up to 100 using numbers, words, and/or pictures.<br>● Add up to four two-digit numbers. | |
| | *Score 1.5* | *Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content* |
| **Score 1.0** | **With help, partial success at score 2.0 content and score 3.0 content** | |
| | *Score 0.5* | *With help, partial success at score 2.0 content but not at score 3.0 content* |
| **Score 0.0** | **Even with help, no success** | |

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| Proficiency Scale Grade 2 | | |
|---|---|---|
| **Domain: Standards for Mathematical Content**<br>**Strand: Measurement and Data (MD)**<br>**Benchmark Code: 2.SMC.MD.1**<br>**Standard: Measure and estimate lengths in standard units. (DOK 2)** | | |
| **Score 4.0** | **In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.**<br>Examples include, but are not limited to:<br>● Describe how an object measured twice using different measurement units relates to the size of the unit (e.g., measure a book once in inches and once in centimeters). | |
| | *Score 3.5* | *In addition to a score 3.0 performance, partial success at score 4.0 content* |
| **Score 3.0** | **Target goals:**<br>● **Find the difference in length of two objects measured by a standard length unit.**<br>● **Compare units within the same measurement system (e.g., feet to inches or centimeters to meters).**<br>● **Measure lengths in standard units.** | |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content* |
| **Score 2.0** | **Simpler goals:**<br>● Recognize and recall specific vocabulary, such as:<br>○ inches, feet, centimeters, meters, estimate, ruler, meter stick.<br>● Measure the length of an object by selecting and using appropriate tools.<br>● Estimate lengths using units of inches, feet, centimeters, and meters. | |
| | *Score 1.5* | *Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content* |
| **Score 1.0** | **With help, partial success at score 2.0 content and score 3.0 content** | |
| | *Score 0.5* | *With help, partial success at score 2.0 content but not at score 3.0 content* |
| **Score 0.0** | **Even with help, no success** | |

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| Proficiency Scale Grade 2 | | |
|---|---|---|
| **Domain: Standards for Mathematical Content**<br>**Strand: Measurement and Data (MD)**<br>**Benchmark Code: 2.SMC.MD.2**<br>**Standard: Relate addition and subtraction to length. (DOK 2)** | | |
| **Score 4.0** | **In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.**<br>Examples include, but are not limited to:<br>● Add and subtract up to 1,000 to solve word problems involving lengths measured using a standard length unit.<br>● Solve multi-step word problems involving adding and subtracting up to 100 involving lengths measured using a standard length unit. | |
| | *Score 3.5* | *In addition to a score 3.0 performance, partial success at score 4.0 content* |
| **Score 3.0** | **Target goals:**<br>● **Add and subtract up to 100 to solve word problems involving lengths measured using a standard length unit.** | |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content* |
| **Score 2.0** | **Simpler goals:**<br>● Recognize and recall specific vocabulary, such as:<br>○ standard unit, number lines.<br>● Represent whole numbers up to 100 as lengths from 0 on a number line with equally spaced points.<br>● Represent whole number sums and differences of two lengths on a number line with equally spaced points from 0 to 100. | |
| | *Score 1.5* | *Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content* |
| **Score 1.0** | **With help, partial success at score 2.0 content and score 3.0 content** | |
| | *Score 0.5* | *With help, partial success at score 2.0 content but not at score 3.0 content* |
| **Score 0.0** | **Even with help, no success** | |

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<table>
<tr><th colspan="3">Proficiency Scale Grade 2</th></tr>
<tr><td colspan="3">Domain: Standards for Mathematical Content<br>Strand: Measurement and Data (MD)<br>Benchmark Code: 2.SMC.MD.3<br>Standard: Work with time and money. (DOK 2)</td></tr>
<tr><td>Score 4.0</td><td colspan="2">In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.<br>Examples include, but are not limited to:<br>● Solve multi-step word problems using different denominations of money.<br>● Add and subtract denominations of cash containing digits in the ones and/or tens place.<br>● Tell and/or write time to the nearest minute using analog and digital clocks.</td></tr>
<tr><td></td><td>Score 3.5</td><td>In addition to a score 3.0 performance, partial success at score 4.0 content</td></tr>
<tr><td>Score 3.0</td><td colspan="2">Target goals:<br>● Tell and write time to the nearest 5 minutes (including A.M. and P.M.) using analog and digital clocks.<br>● Solve one-step word problems using different denominations of money.</td></tr>
<tr><td></td><td>Score 2.5</td><td>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</td></tr>
<tr><td>Score 2.0</td><td colspan="2">Simpler goals:<br>● Recognize and recall specific vocabulary relating to time, such as:<br>○ second, minute, hour, analog, digital, A.M., P.M.<br>● Recall the value of specific time units, such as:<br>○ 60 seconds in 1 minute, 60 minutes in 1 hour, 24 hours in one day.<br>● Tell time to the nearest hour, half-hour, and quarter hour.<br>● Recognize and recall specific vocabulary relating to money, such as:<br>○ cent, dollar, price, cost, value, all together, remaining.<br>● Recall the value of specific denominations of money, such as:<br>○ 1 penny = 1 cent, 1 nickel = 5 cents, 1 dime = 10 cents, 1 quarter = 25 cents, 1 dollar = 100 cents.<br>● Make a dollar (100 cents) in more than one way.</td></tr>
<tr><td></td><td>Score 1.5</td><td>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</td></tr>
<tr><td>Score 1.0</td><td colspan="2">With help, partial success at score 2.0 content and score 3.0 content</td></tr>
<tr><td></td><td>Score</td><td>With help, partial success at score 2.0 content but not at score 3.0 content</td></tr>
</table>

| | | |
|---|---|---|
| | *0.5* | |
| **Score 0.0** | **Even with help, no success** | |

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| **Proficiency Scale Grade 2** | | |
|---|---|---|
| **Domain: Standards for Mathematical Content**<br>**Strand: Measurement and Data (MD)**<br>**Benchmark Code: 2.SMC.MD.4**<br>**Standard: Represent and interpret data. (DOK 2)** | | |
| **Score 4.0** | **In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.**<br>Examples include, but are not limited to:<br>● Create and solve real-word problems using information from a pictograph, bar graph, or line plot. | |
| | *Score 3.5* | *In addition to a score 3.0 performance, partial success at score 4.0 content* |
| **Score 3.0** | **Target goals:**<br>● **Create a line plot from repeated measures of the same object or from the lengths of several objects to the nearest whole unit.**<br>● **Create bar graphs and pictographs from a given data set.**<br>● **Solve problems using information presented in a bar graph.** | |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content* |
| **Score 2.0** | **Simpler goals:**<br>● Recognize and recall specific vocabulary, such as:<br>○ line plot, pictograph, bar graph, unit.<br>● Collect data from up to four categories on a pictograph or bar graph.<br>● Determine up to 4 categories from which to collect data. | |
| | *Score 1.5* | *Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content* |
| **Score 1.0** | **With help, partial success at score 2.0 content and score 3.0 content** | |
| | *Score 0.5* | *With help, partial success at score 2.0 content but not at score 3.0 content* |
| **Score 0.0** | **Even with help, no success** | |

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|---|---|---|
| **Domain: Standards for Mathematical Content**<br>**Strand: Geometry (G)**<br>**Benchmark Code: 2.SMC.G.1**<br>**Standard: Reason with shapes and their attributes. (DOK 2)** | | |
| **Score 4.0** | **In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.**<br>Examples include, but are not limited to:<br>● Compare the same number of partitions between different shapes (e.g., half of a circle is the same as half a square). | |
| | *Score 3.5* | *In addition to a score 3.0 performance, partial success at score 4.0 content* |
| **Score 3.0** | **Target goals:**<br>● **Describe two, three, and four equal shares of circles and rectangles using words and phrases (e.g., halves, thirds, quarters).**<br>● **Describe how shapes of equal shares relate to identical wholes.** | |
| | *Score 2.5* | *No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content* |
| **Score 2.0** | **Simpler goals:**<br>● Recognize and recall specific vocabulary, such as:<br>○ triangle, quadrilateral, pentagon, hexagon, cube.<br>● Draw shapes having a given number of angles, faces, or lengths.<br>● Partition a rectangle into rows and columns of same-size squares.<br>● Count the number of same-size squares in a rectangle partitioned into rows and columns. | |
| | *Score 1.5* | *Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content* |
| **Score 1.0** | **With help, partial success at score 2.0 content and score 3.0 content** | |
| | *Score 0.5* | *With help, partial success at score 2.0 content but not at score 3.0 content* |
| **Score 0.0** | **Even with help, no success** | |