

## Second Grade Benchmarks Mathematics

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1	Level 2	Level 3	Level 4	Level 5
<i>Operations and Algebraic Thinking:</i>					
Add numbers with a sum up to 100; fluently add numbers with a sum up to 20.	Adds numbers with a sum up to 100 with guidance; adds numbers with a sum up to 20 with guidance; memorization of addition facts is not evident.	Inconsistently adds numbers with a sum up to 100; adds numbers with a sum up to 20 by counting; does not recognize errors; evidences limited memorization of addition facts.	Adds numbers with a sum up to 100 with some errors; fluently (mentally) adds numbers with a sum up to 20; self-corrects some errors; evidences memorization of some addition facts.	Independently adds numbers with a sum up to 100; independently and fluently (mentally) adds numbers with a sum up to 20; evidences memorization of most addition facts.	Consistently adds numbers with a sum up to 100 with no errors; consistently fluently (mentally) adds numbers with a sum of 20 and more; evidences memorization of addition facts.
Subtract numbers with a difference up to 100; fluently subtract numbers with a difference up to 20.	Subtracts numbers with a difference up to 100 with guidance; subtracts numbers with a difference up to 20 with guidance; memorization of subtraction facts is not evident.	Inconsistently subtracts numbers with a difference up to 100; inconsistently subtracts numbers with a difference up to 20 by counting; does not recognize errors; evidences limited memorization of subtraction facts.	Subtracts numbers with a difference up to 100 with some errors; fluently (mentally) subtracts numbers with a difference up to 20; self-corrects most errors; evidences memorization of some subtraction facts.	Independently subtracts numbers with a difference up to 100; independently and fluently (mentally) subtracts numbers with a difference up to 20; evidences memorization of most subtraction facts.	Consistently subtracts numbers with a difference up to 100 with no errors; consistently and fluently (mentally) subtracts numbers with a difference of 20 and more; evidences memorization of subtraction facts.
Determine whether a group of objects has an even or odd number of members.	Determines whether a group of objects is even or odd with guidance.	Inconsistently determines whether a group of objects is even or odd.	Frequently determines whether a group of objects is even or odd with few errors.	Independently determines whether a group of objects is even or odd.	Consistently determines whether a group of objects is even or odd with no errors; consistently determines whether a

					numeral is even or odd.
Solve one- and two-step word problems.	Solves one- and two-step word problems with guidance.	Inconsistently solves one- and two-step word problems using addition and subtraction; inconsistently discriminates addition problems (putting together) from subtraction problems (taking away).	Frequently solves one- and two-step word problems using addition and subtraction to 100 involving some of the following processes: adding to, taking away from, putting together, taking apart, and comparing including unknown numbers.	Independently solves one- and two-step word problems using addition and subtraction to 100 using the following processes: adding to, taking away from, putting together, taking apart, and comparing including unknown numbers.	Consistently solves multi-step word problems using addition and subtraction to 100 and beyond.

<i>Numbers and Operations in Base Ten:</i>					
Count up to 1000.	Counts up to 1000 by 5s, 10s, and 100s with guidance.	Inconsistently counts up to 1000; inconsistently skip counts by 5s, 10s or 100s.	Frequently counts up to 1000 with few errors; skip counts by 5s, 10s, and 100s with few errors.	Independently counts up to 1000; most of the time skip counts by 5s, 10s, and 100s with no errors.	Consistently counts to 1000 and beyond with no errors; consistently skip counts (by 5s, 10s, 20s, 50s, 100s, etc.) with no errors.
Read and write numbers up to 1000.	Reads and writes numbers up to 1000 with guidance.	Inconsistently reads and writes numbers up to 1000 using base-ten numerals, number names, or expanded form.	Frequently reads and writes numbers up to 1000 using base-ten numerals, number names, or expanded form.	Independently reads and writes numbers up to 1000 using base-ten numerals, number names, and expanded form.	Consistently reads and writes numbers up to 1000 and beyond with no errors using base-ten numerals, number names, and expanded form.
Compare two- and three-digit numbers using $>$ , $<$ , and $=$ symbols.	Compares two- and three-digit numbers using $>$ , $<$ and $=$ symbols with guidance.	Inconsistently compares numbers based on place value (hundreds, tens, and ones places); evidences confusion recording	Frequently compares numbers based on place value (hundreds, tens, and ones places); frequently records correct comparisons	Independently compares numbers based on place value (hundreds, tens, and ones places) and correctly records comparisons using $>$ ,	Consistently compares numbers based on place value (thousands, hundreds, tens, and ones places) and correctly records

		comparisons using $>$ , $<$ and $=$ symbols.	using $>$ , $<$ and $=$ symbols.	$<$ and $=$ symbols.	comparisons using $>$ , $<$ and $=$ symbols.
Add sums up to 1000; fluently add sums up to 100	Adds sums up to 1000 with guidance; memorization of number facts is not evident.	Inconsistently adds sums up to 1000; inconsistently adds sums up to 100 by counting; evidences limited memorization of number facts and that it is sometimes necessary to compose hundreds or tens.	Adds sums up to 1000 by adding hundreds to hundreds, tens to tens, and ones to ones; fluently (mentally) adds sums up to 100; evidences memorization of some number facts and some understanding that it is sometimes necessary to compose hundreds or tens.	Independently adds sums up to 1000 by adding hundreds to hundreds, tens to tens, and ones to ones; independently and fluently (mentally) adds sums up to 100; evidences memorization of most number facts and evidences understanding that it is sometimes necessary to compose hundreds or tens.	Consistently adds sums up to 1000 and beyond with no errors by adding hundreds to hundreds, tens to tens, and ones to ones; consistently fluently (mentally) adds sums up to 100 and beyond; evidences memorization of number facts and understands when it is necessary to compose thousands, hundreds or tens.
Subtract differences up to 1000; fluently subtract differences up to 100.	Subtracts differences up to 100 with guidance; memorization of number facts is not evident.	Inconsistently subtracts differences up to 1000; inconsistently subtracts differences up to 100; evidences limited memorization of number facts and limited understanding that it is sometimes necessary to decompose hundreds or tens.	Subtracts differences up to 1000 by subtracting hundreds from hundreds, tens from tens, and ones from ones; fluently (mentally) subtracts differences up to 100; evidences memorization of some number facts and some understanding that it is sometimes necessary to decompose hundreds or tens.	Independently subtracts differences up to 1000 by subtracting hundreds from hundreds, tens from tens, and ones from ones; independently and fluently (mentally) subtracts differences up to 100; evidences memorization of most number facts and understanding that it is sometimes necessary to decompose hundreds or tens.	Consistently subtracts differences up to 1000 and beyond with no errors by subtracting hundreds from hundreds, tens from tens, and ones from ones; consistently fluently (mentally) subtracts differences up to 100 and beyond; evidences memorization of number facts and understands when it is necessary to decompose thousands, hundreds or tens.

<i>Measurement and Data:</i>					
Estimate and measure length; compare measurements.	Estimates and measures length with guidance; compares measurements with guidance.	Inconsistently estimates or measures length; frequently confuses measurement units; inconsistently compares measurements.	Frequently estimates or measures length in inches, feet, centimeters, and meters; selects and uses some appropriate tools to measure (rulers, yardsticks, meter sticks, measuring tape); frequently compares measurements made using the same tools.	Independently estimates or measures length in inches, feet, centimeters, and meters; selects and uses appropriate tools to measure (rulers, yardsticks, meter sticks, measuring tape); most of the time compares measurements made using the same tools.	Consistently estimates or measures length in units that are appropriate to the object measured; consistently compares measurements of objects using the same units.
Tell and write time to the nearest five minutes.	Tells and writes time with guidance.	Inconsistently tells and writes time; struggles to read and write analog time; often confuses a.m. and p.m.	Frequently tells and writes time to the nearest five minutes (a.m. and p.m.) using analog or digital clocks with few errors.	Independently tells and writes time to the nearest five minutes (a.m. and p.m.) using analog and digital clocks.	Consistently tells and writes time to the nearest five minutes and to the nearest minute (a.m. and p.m.) using analog and digital clocks with no errors.
Solve word problems involving money.	Solves word problems involving money with guidance.	Inconsistently solves word problems involving money; often confuses coinage.	Frequently solves word problems involving dollar bills, quarters, dimes, nickels, or pennies in isolation.	Independently solves word problems involving mixed dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ with few errors.	Consistently solves word problems involving mixed dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ with no errors.
Solve word problems involving measurement.	Solves word problems involving measurement with guidance.	Inconsistently solves word problems involving measurements; often confuses measurements.	Frequently solves word problems involving measurements in isolation (inches, feet, centimeters, or meters).	Independently solves word problems involving mixed measurements (inches and feet; centimeters and meters) with few errors.	Consistently solves word problems involving mixed measurements (inches, feet, centimeters, and meters) with no errors.

<i>Geometry:</i>					
Recognize and draw shapes.	Recognizes and draws shapes with guidance.	Inconsistently recognizes or draws shapes; inconsistently identifies shapes.	Frequently recognizes and draws shapes having some specific attributes (given number of angles, given number of equal faces).	Independently recognizes and draws shapes having specific attributes (given number of angles, given number of equal faces).	Consistently recognizes and draws shapes based on descriptions (triangles, quadrilaterals, pentagons, hexagons, and cubes).
Identify shapes.	Identifies shapes with guidance.	Inconsistently identifies shapes; confuses shapes.	Frequently identifies some shapes accurately.	Independently identifies triangles, quadrilaterals, pentagons, hexagons, and cubes accurately.	Consistently identifies triangles, quadrilaterals, pentagons, hexagons, cubes and more accurately.
Partition circles and rectangles.	Partitions circles and rectangles with guidance.	Inconsistently partitions circles and rectangles; struggles to partition shapes equally or describe fractional equivalent.	Frequently partitions some circles and rectangles into two, three or four equal shares; describes some shares as halves, thirds, quarters, fourths.	Independently partitions circles and rectangles into two, three and four equal shares; describes shares as halves, thirds, quarters, fourths.	Consistently partitions shapes into multiple, equal shares, appropriately describing shares as fractional equivalents.