Hasbrouck Heights School District

2nd Grade-Benchmarks

MATHEMATICS

1) Recalls math facts with speed and accuracy.

Trimester	1	2	3	4
1st	Student is unable or rarely able to add and subtract 1-digit numbers up to or from 20.	Student can sometimes add and subtract 1-digit numbers up to or from 20.	Student can consistently add and subtract 1-digit numbers up to or from 20.	Student can consistently add and subtract 1-digit numbers up to or from 21 or higher.
2nd	Student is unable or rarely able to add and subtract 2-digit numbers up to or from 20.	Student can sometimes add and subtract 2-digit numbers up to or from 20.	Student can consistently add and subtract 2-digit numbers up to or from 20.	Student can consistently add and subtract 2-digit numbers up to or from 21 or higher.
3rd	Student is unable or rarely able to add and subtract 2-digit numbers up to or from 99.	Student can sometimes add and subtract 2-digit numbers up to or from 99.	Student can consistently add and subtract 2-digit numbers up to or from 99.	Student can consistently add and subtract 3-digit numbers up to or from 1,000.

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2) Clearly expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student sometimes, but not consistently, communicates mathematical thinking using accurate vocabulary.	Student often communicates mathematical thinking using accurate vocabulary.	• Student communicates all mathematical thinking precisely and with accurate vocabulary. • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.

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2nd Grade-Benchmarks

Operations and Algebraic Thinking

1) Uses addition and subtraction within 100 to solve one and two step word problems.

Trimester	1	2	3	4
ALL	• Student is unable or rarely able to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using manipulatives, drawings, or equations. • Student is unable or rarely able to write simple number sentences.	• Student is sometimes able to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using manipulatives, drawings, or equations. • Student writes number sentences with partial accuracy.	• Student consistently solves word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using manipulatives, drawings, or equations with a symbol for the unknown number to represent the • problem. Student consistently writes number sentences with accuracy.	• Student consistently and independently solves word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using manipulatives, drawings, or equations with a symbol for the unknown number to represent the problem. • Student consistently writes simple and complex number sentences with accuracy.

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2) Fluently adds within 20.

Trimester	1	2	3	4
ALL	• Student is unable to or rarely able to add within 20 using mental math strategies. • Student does not recall sums of two one-digit numbers by memory.	• Student sometimes adds within 20 using mental math strategies with partial accuracy. • Student sometimes recalls sums of two one-digit numbers by memory.	• Student consistently and accurately adds within 20 using mental strategies. Fluency and speed is notable. • Student recalls all sums of two one-digit numbers by memory.	• Student consistently and independently applies mental strategies to add numbers having sums above 20 with fluency and speed. • Student recalls all sums of two one-digit numbers by memory.

3) Fluently subtracts within 20.

Trimester	1	2	3	4
ALL	• Student is unable to or rarely able to subtract within 20 using mental math strategies.	• Student sometimes subtracts within 20 using mental math strategies with partial accuracy.	• Student consistently and accurately subtracts within 20 using mental strategies. Fluency and speed is notable.	• Student consistently and independently applies mental strategies to add numbers having differences above 20 with fluency and speed.

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4) Works with equal groups of objects to gain foundations for multiplication.

Trimester	1	2	3	4
ALL	• Student does not or rarely demonstrates understanding of the following concepts to gain foundations for multiplication: ○ finds the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. ○ writes an equation to express the total as a sum of equal addends. ○ determines whether a group of up to 20 objects is odd or even.	• Student demonstrates understanding of two of the following concepts to gain foundations for multiplication: ○ finds the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. ○ writes an equation to express the total as a sum of equal addends. ○ determines whether a group of up to 20 objects is odd or even.	• Student consistently demonstrates understanding of all the following concepts to gain foundations for multiplication: ○ finds the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. ○ writes an equation to express the total as a sum of equal addends. ○ determines whether a group of up to 20 objects is odd or even.	●Student consistently demonstrates and can explain the reasoning of all the following concepts to gain foundations for multiplication: o Finds the total number of objects arranged in rectangular arrays up to 5 rows and up to 5 columns. o Writes an equation to express the total as a sum of equal addends. o Determines whether a group of up to 20 objects is odd or even.

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2nd Grade-Benchmarks

Numbers and Operations in Base Ten

1) Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

Trimester	1	2	3	4
ALL	• Student does not or rarely able to show understanding of three-digit numbers as hundreds, tens, and ones through the following: ○ use of a place value chart to represent three-digit numbers. ○ describe three-digit numbers as bundles of ten and hundreds.	• Student is sometimes able to show understanding of three-digit numbers as hundreds, tens, and ones through the following: ○ use of a place value chart to represent three-digit numbers. ○ describe three-digit numbers as bundles of ten and hundreds.	• Student is consistently able to show understanding of three-digit numbers as hundreds, tens, and ones through the following: ○ use of a place value chart to represent three-digit numbers. ○ describe three-digit numbers as bundles of ten and hundreds.	• Student is always able to show an understanding of three-digit numbers as hundreds, tens, and ones through the following: ○ use of a place value chart to represent three-digit numbers. ○ describe three-digit numbers as bundles of ten and hundreds.

2) Counts within 1,000; skip-counts by 5s, 10s, and 100s.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to skip count using patterns of 5s, 10s, and 100s.	Sometimes needing assistance, the student is able to skip count using patterns of 5s, 10s, and 100s.	Student is consistently and independently able to skip count using patterns of 5s, 10s, and 100s.	Student is consistently and independently applies skip counting using patterns of 5s, 10s, and 100s to solve problems.

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3) Reads and writes numbers to 1,000 using base-ten numerals, number names, and expanded form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to read and write numbers up to 1,000 using base ten models, number names, and expanded form.	Student able to read and write numbers up to 1,000 using base ten models, number names, and expanded form. Assistance is sometimes needed.	Student consistently reads and writes numbers up to 1,000 using base ten models, number names, and expanded form accurately with no assistance needed.	Student independently reads and writes numbers up to 1,000 using base ten models, number names, and expanded form accurately. Student applies this to numbers beyond 1,000.

4) Compares two three-digit numbers using >, =, and <.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to compare three-digit numbers using >, =, < symbols.	Student sometimes compares three-digit numbers using >, =, < symbols.	Student consistently compares three-digit numbers using >, =, < symbols.	Student consistently and independently compares three-digit numbers using >, =, < symbols. Student explains their thinking.

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5) Fluently adds and subtracts within 100 using strategies based on place value.

Trimester	1	2	3	4
ALL	• Student is unable or rarely able to add and subtract 2-digit numbers within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Student is not able to add and subtract 2-digit numbers with regrouping.	• With guidance, the student is able to add and subtract 2-digit numbers within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Student is sometimes able to add and subtract 2-digit numbers with regrouping.	• Student is consistently able to add and subtract 2-digit numbers within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Student is able to add and subtract 2-digit numbers with regrouping.	• Student consistently and independently adds and subtracts 2-digit numbers within 100 using mental math with accuracy. • Student consistently and independently adds and subtracts 2-digit numbers with regrouping with accuracy. • Student can explain their thinking and justify their answers.

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6) Adds and subtracts within 1,000, using concrete models or drawings and strategies based on place value.

Trimester	1	2	3	4
ALL	• Student is unable or rarely able to use place value strategies to add and subtract 3-digit numbers within 1,000 (with and without regrouping) using concrete models, drawings, place value charts, or mental math. • Student is unable or rarely able to relate said strategies to a written method. • Student rarely understands having to compose or decompose tens or hundreds. • Student does not understand the relationship between addition and subtraction.	• Student is sometimes able to use place value strategies to add and subtract 3-digit numbers within 1,000 (with and without regrouping). • Student is sometimes relates concrete models, drawings, place value charts, or mental math to a written method. • Student sometimes understands having to compose or decompose tens or hundreds. • Student is sometimes able to check subtraction work by using the related addition.	• Student is consistently able to use place value strategies to add and subtract 3-digit numbers within 1,000 (with and without regrouping). • Student uses concrete models, drawing, place value charts, or mental math and can relate using said strategies to a written methods. • Student understands having to compose or decompose tens or • hundreds. Student is able to check subtraction work by using the related addition.	• Student consistently and independently adds and subtracts 3-digit numbers within 1,000 (with and without regrouping) with accuracy. Student • consistently relates concrete models, drawings, and mental math to a written method. Student • understands and explains the reasoning for having to compose another ten. • Student demonstrates understanding of the relationship between addition and subtraction and consistently check subtraction work by using the related addition.

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7) Mentally adds 10 or 100 to a given number 100-900 and mentally subtracts 10 or 100 from a given number 100-900.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to mentally add and subtract 10 or 100 to/from a given number.	Student is sometimes able to mentally add and subtract 10 or 100 to/from a given number.	• Student is consistently able to mentally add and subtract 10 or 100 to/from a given number. when solving problems.	• Student consistently and independently applies mental addition and subtraction of 10 or 100 to/from a given number when solving problems without needing a prompt.

Measurement and Data

1) Measures and estimates lengths in standard units (including inches, feet, centimeters, and meters); selects and uses appropriate tools.

Trimester	1	2	3	4
3rd	• Student is unable or rarely able to use standard units to measure and estimate length. • Student rarely selects the appropriate tool to use when measuring a length.	• Student is sometimes able to use standard units to measure and estimate length. • Student sometimes selects the appropriate tool to use when measuring a length.	• Student is able to use standard units to measure and estimate length. • Student consistently selects the appropriate tool to use when measuring a length.	• Student consistently and independently uses standard units to measure and estimate length. • Student consistently selects the appropriate tool to use and can justify their reasoning.

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2) Measure to determine how much longer one object is than another.

Trimester	1	2	3	4
3rd	• Student is unable or rarely able to determine how much longer one object is than another. • Student can measure the length of an object twice (using different units) but can rarely describe how the two measurements relate to the size of the unit chosen.	• Student is sometimes able to measure length using non-standard units of measurement and may need guidance. • Student can measure the length of an object twice (using different units) and is sometimes able to describe how the two measurements relate to the size of the unit chosen.	• Student is consistently able to measure length using non-standard units of measurement independently. • Student can measure the length of an object twice (using different units) and is able to describe how the two measurements relate to the size of the unit chosen.	• Student independently measures length using non-standard units of measurement and can explain their reasoning. • Student can measure the length of an object twice (using different units) and is able to describe in detail how the two measurements related to the size of the unit chosen.

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3) Relates addition and subtraction to length.

Trimester	1	2	3	4
3rd	• Student is unable or rarely uses addition and subtraction within 100 to solve word problems involving length. • Student can rarely represent or understand whole numbers as lengths from 0 on a number line diagram.	• Student uses addition and subtraction within 100 to solve word problems involving length with partial accuracy. • Student can sometimes represent and understand whole numbers as lengths from 0 on a number line diagram.	• Student uses addition and subtraction within 100 to solve word problems involving length. • Student can represent and understand whole numbers as lengths from 0 on a number line diagram.	• Student consistently uses addition and subtraction within 100 to solve word problems involving length with accuracy. • Student can independently represent and understand whole numbers as lengths from 0 on a number line diagram.

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4) Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Trimester	1	2	3	4
2-3	• Student is unable or rarely able to accurately draw the hour and minute hand to show a given time. • Student is rarely able to tell time to the nearest 5 minutes. • Student is rarely able to distinguish between A.M. and P.M.	• Student is sometimes able to accurately draw the hour and minute hand to show a given time. • Student is sometimes able to tell time to the nearest 5 minutes. • Student is sometimes able to distinguish between A.M. and P.M.	• Student is able to accurately draw the hour and minute hand to show a given time. • Student is able to tell time to the nearest 5 minutes. • Student is able to distinguish between A.M and P.M. • Student is able to understand elapsed time terms “before” and “after”.	• Student is consistently and independently able to draw the hour and minute hand to show a given time with accuracy. • Student is able to tell time to the nearest 5 minutes independently. • Student is able to consistently distinguish between A.M and P.M. • Student consistently understands and applies elapsed time terms “before” and “after”.

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5) Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies.

Trimester	1	2	3	4
2-3	Student is unable or rarely able to solve word problems involving dollars, quarters, dimes, nickels, and pennies.	With assistance, student is able to solve word problems involving dollars, quarters, dimes, nickels, and pennies.	Student is able to solve word problems involving dollars, quarters, dimes, nickels, and pennies independently.	Student consistently and independently solves word problems involving dollars, quarters, dimes, nickels, and pennies with accuracy.

6) Generates, interprets, and represents data with picture graphs, bar graphs, and line plots; uses the information to solve a problem.

Trimester	1	2	3	4
3rd	Student is unable or rarely able to organize, represent, and interpret data to solve problems using information from any of the following: • picture graphs • bar graphs • line plots	Student is able to organize, represent, and interpret data to solve problems using information from at least one of the following: • picture graphs • bar graphs • line plots	Student is able to organize, represent, and interpret data to solve problems using information from all of the following: • picture graphs • bar graphs • line plots	Student is able to organize, represent, and interpret data to solve problems using information from all of the following: • picture graphs • bar graphs • line plots Student can collect their own data to organize with accuracy.

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Geometry

1) Recognizes and draws shapes having specified attributes, such as a given number of angles or faces.

Trimester	1	2	3	4
3rd	Student is rarely describes, classifies, or analyzes the attributes of 2- and 3-dimensional shapes. Students can identify only some of the following shapes: ● triangles ● quadrilaterals ● pentagons ● hexagons ● cubes	Student is sometimes describes, classifies, and analyzes the attributes of 2- and 3-dimensional shapes. Students can identify most of the following shapes: ● triangles ● quadrilaterals ● pentagons ● hexagons ● cubes	Student describes, classifies, and analyzes the attributes of 2- and 3-dimensional shapes. Students can identify all of the following shapes: ● triangles ● quadrilaterals ● pentagons ● hexagons ● cubes	Student is consistently describes, classifies, and analyzes the attributes of 2- and 3-dimensional shapes and relates the shapes to objects in real-life situations Students consistently and accurately identifies all of the following shapes: ● triangles ● quadrilaterals ● pentagons ● hexagons ● cubes

2) Partitions a rectangle into rows and columns of same-size squares and count to find the total number of them.

Trimester	1	2	3	4
3rd	● Student is rarely able to partition a rectangle into rows and columns of same-sized squares. ● Student is unable or rarely able to count the number of them.	● Student can sometimes partition a rectangle into rows and columns of same-sized squares. ● Student counts the number of them with partial accuracy.	Student can partition a rectangle into rows and columns of same-sized squares and accurately count the number of them consistently.	Student consistently and independently partitions a rectangle into rows and columns of same-sized squares and accurately count the number of them consistently.

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3) Partitions circles and rectangles into two, three, or four equal shares and describes the shares using words such as halves, thirds, half of, a third of, etc.

Trimester	1	2	3	4
3rd	• Student is rarely able to partition circles and rectangles into two, three, or four equal shares. • Student rarely uses words such as halves, thirds, and fourths or recognizes when a whole can be made.	• Student sometimes partition circles and rectangles into two, three, or four equal shares. • Student seldom uses words such as halves, thirds, and fourths or recognizes when a whole can be made.	• Student partitions circles and rectangles into two, three, or four equal shares. • Student uses words such as halves, thirds, and fourths or recognizes when a whole can be made.	• Student partitions circles and rectangles into two, three, or four equal shares. • Student consistently uses words such as halves, thirds, and fourths further in context, and consistently recognizes when a whole is made.