

Second Grade Math Assessment of Mastery				
Standard Assessed	MS = Meets end of year grade level standard AP = Approaching end of year grade level standard DN = Does not yet meet end of year grade level standard * = Not yet introduced			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.2B use standard, word, and expanded forms to represent numbers up to 1,200				
use standard, word, and expanded forms to represent numbers up to 1,200 2.2B				
use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones 2.2A				
determine whether a number up to 40 is even or odd using pairings of objects to represent the number 2.7A				
2.2D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)				
use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) 2.2D				
generate a number that is greater than or less than a given whole number up to 1,200 2.2C				
locate the position of a given whole number on an open number line 2.2E				
name the whole number that corresponds to a specific point on a number line 2.2F				
use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200 2.7B				
2.3B explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part				
explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part 2.3B				
partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words 2.3A				
use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole 2.3C				
identify examples and non-examples of halves, fourths, and eighths 2.3D				

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2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms				
solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms 2.4C				
recall basic facts to add and subtract within 20 with automaticity 2.4A				
add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations 2.4B				
add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations 2.4B				
represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem 2.7C				
2.4D Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000				
generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 2.4D				
2.8B Classify and sort 3D solids, including spheres, cones, cylinders, rectangular prisms, and triangular prisms based on attributes using geometric language				
classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language 2.8B				
compose two-dimensional shapes and three-dimensional solids with given properties or attributes 2.8D				
2.8C classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices				
classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices 2.8C				
create two-dimensional shapes based on given attributes, including number of sides and vertices 2.8A				

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compose two-dimensional shapes and three-dimensional solids with given properties or attributes 2.8D				
decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts 2.8E				
2.9E determine a solution to a problem involving length, including estimating lengths				
determine a solution to a problem involving length, including estimating lengths 2.9E				
find the length of objects using concrete models for standard units of length 2.9A				
describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object 2.9B				
represent whole numbers as distances from any given location on a number line 2.9C				
determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes 2.9D				
2.9G read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m				
read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m 2.9G				
2.5A determine the value of a collection of coins up to one dollar				
determine the value of a collection of coins up to one dollar 2.5A				
use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins 2.5B				
2.10C write and solve one-step word problems				
write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one 2.10C				
draw conclusions and make predictions from information in a graph 2.10D				
2.4A recall basic facts to add and subtract within 20 with automaticity				
recall basic facts to add and subtract within 20 with automaticity 2.4A				