

MATH: Number Sense 2.NS.2

Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.

Scale Score	Scale	Sample Task						
4	The student will be able to read and write whole numbers up to 10,000 AND use words, models, standard form AND expanded form to represent AND show equivalent forms of whole numbers up to 10,000.	Give the student base ten blocks and create different four-digit numbers. Record different numbers in standard form, word form, equivalent form, and expanded form.						
3	The student will be able to read and write whole numbers up to 1,000 AND use words, models, standard form AND expanded form to represent AND show equivalent forms of whole numbers up to 1,000.	Give the students base ten blocks and create a different three-digit numbers. Record different numbers in standard form, word form, equivalent form, and expanded form.						
2	The student will be able to understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones AND understand that 100 can be thought of as a group of ten tens called a “hundred.” Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). (2.NS.6)	Give the student base ten blocks and create different three-digit numbers. Record the numbers in a place value chart. <table border="1" data-bbox="917 982 1523 1104"> <thead> <tr> <th>hundreds</th> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	hundreds	tens	ones			
hundreds	tens	ones						
1	The student will be able to count by ones , fives , tens , and hundreds up to at least 1,000 from any given number. (2.NS.1)	Student will count forward from any number by fives, tens, AND hundreds up to at least 1,000.						
0	Even with help, no skill of understanding is demonstrated.							

Recording Sheet 2.NS.2

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Number Sense 2.NS.5

Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).

Scale Score	Scale	Sample Task
4	The student will be able to recognize the number pattern that is generated with even and odd numbers.	Give the students number cards up to 20. Have them represent each number with manipulatives. Then, have them sort the numbers by even and odd. Ask them to explain if there is a pattern in the even set of numbers.
3	The student will be able to determine whether a group of objects (up to 20) has an odd or even number of members.	Give a student a certain amount of objects (up to 20). Have them determine if the set is even or odd.
2	The student will be able to count by twos up to at least 1,000 from any given number. (2.NS.1)	Student will count forward from any number by twos up to at least 1,000.
1	The student will be able to pair up objects and count by twos.	Give students objects and have them pair them. Then, have them count by twos.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 2.NS.5

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Number Sense 2.NS.3

Plot and compare whole numbers up to 1,000 on a number line.

Scale Score	Scale	Sample Task
4	The student will be able to formulate three-digit numbers up to 1,000 and plot on a number line and compare using place value language.	Have students create their own number line using at least 3 three-digit numbers. Have them compare 2 of those numbers. Then, explain the comparison using place value language.
3	The student will be able to plot and compare whole numbers up to 1,000 on a number line.	Have students plot and compare numbers up to 1,000 on a number line. Ask them to explain using place value language.
2	The student will be able to use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Have students compare 2 three-digit numbers using place value language and record using the symbols $>$, $=$, $<$. For example, $115 < 125$ because 125 has ___ more tens than 115. $224=224$ because both numbers have the ___ number of hundreds, tens, and ones. Then, have them plot the numbers on a number line.
1	The student will be able to use place value understanding to compare two two-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons (2.NS.7)	Have students compare 2 two digit numbers using place value language and record using the symbols $>$, $=$, $<$. For example $62 > 32$ because 62 has ___ more tens than 32. $83=83$ because both number have the ___ number of tens and ones. Then, have them plot the numbers on a number line.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 2.NS.3

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: 2.CA. 4

Add and subtract with 1,000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.

Scale Score	Scale	Sample Task
4	Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.	Students will analyze a story problem and determine whether or not to find the addend or difference using numbers up to 3-digit numbers to solve the problem. Students will be given numbers where the student will compose or decompose tens or hundreds.
3	The student will be able to add and subtract with 1,000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and/or subtraction; describe the strategy the strategy and explain the reasoning used AND understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.	Given 2 three-digit numbers the student will add these numbers and solve 2 ways. Ask student to explain how they got their answer one of the ways they solve it. Given 2 three-digit numbers the student will subtract these numbers and solve 2 ways. Ask student to explain how they got their answer one of the ways they solved it. THIS IS NOT THE SCA (Standard Computational Algorithm)
2	The student will be able to add and subtract within 1,000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; AND understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.	Given 2 three-digit numbers the student will add these numbers and answer. Student can use models and drawings to solve. Given 2 three-digit numbers the student will subtract these numbers and answer. Student can use models and drawings to solve. THIS IS NOT THE SCA (Standard Computational Algorithm)
1	The student will be able to show that the order in which two numbers are added (commutative property) AND how the numbers are grouped in addition (associative property) will not change the sum. (2.CA.6)	Give students the same numbers of problems to add in different orders and discuss if these are the same thus generating the commutative and associative properties. (Example for discussion: You must do 25+30 and NOT 30+25)
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **2.CA. 4**

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Computation 2.CA.1

Add and subtract fluently within 100.

Scale Score	Scale	Sample Task
4	The student will be able to add AND subtract with regrouping fluently within 100 showing two ways for each fact and explain their work.	Give student an addition problem and have them explain 2 ways to solve with accuracy, efficiency (no more than 2 min), and flexibility. Give student a subtraction problem and have them explain 2 ways to solve (this is not timed) with accuracy, efficiency (no more than 2 min. For each type of problem), and flexibility.
3	The student will be critique addition and subtraction problems within 100 for accuracy.	Students will find errors in 2-digit addition and subtraction equations and explain the errors found.
2	The student will be able to add AND subtract fluently within 100 without regrouping.	Students will solve 2-digit addition and subtraction problems within 100 without regrouping.
1	The student will be able to add and subtract facts within 20.	Students will solve basic math facts within 20.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 2C.A. 1

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Computation 2.CA.2

Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.

Scale Score	Scale	Sample Task
4	The student will be able to solve multi-step real-world problems involving addition AND subtraction within 100 and 1,000 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	Student will solve multi-step real-world addition and subtraction problems within 100 and 1,000 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem. Have students explain, using estimation, if their answer is reasonable. *Remember do not just give result unknown problems i.e. missing addends, change unknown, start number unknown.
3	The student will be able to solve real-world problems involving addition AND subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	Student will solve real-world addition and subtraction problems within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem. Have students explain, using estimation, if their answer is reasonable. *Remember do not just give result unknown problems i.e. missing addends, change unknown, start number unknown.
2	The student will be able to solve real-world problems involving addition AND subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Student will solve real-world addition and subtraction problems within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem. *Remember do not just give result unknown problems i.e. missing addends, change unknown, start number unknown.
1	Students will be able to solve addition and subtraction problems using single digit numbers.	Students will solve addition and subtraction problems using single digit numbers.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **2C.A. 2**

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Geometry 2.G.1

Identify, describe, and classify two- and three-digit dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.

Scale Score	Scale	Sample Task
4	The student will be able to investigate and predict the result of composing AND decomposing two- and three-dimensional shapes (2.G.3)	Give students a square. Ask them to draw a line on the square to show how it can be split into two different shapes.
3	The student will be able to identify, describe, AND classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number AND shape of faces AND the number of sides and/or vertices, AND draw two-dimensional shapes.	Give student paper shapes (2D) and 3D shapes. Describe how the shapes are similar and different.
2	The student will be able to identify two- and three-dimensional shapes.	Give student paper shapes (2D) AND 3D shapes. Have them identify which are 2D and 3D shapes.
1	The student will be able to create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials. (2.G.2)	Have students draw or create using toothpicks or marshmallows different 2D and 3D shapes.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 2.G.1

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Geometry 2.G.5

Partition circles and rectangles into two, three and four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.

Scale Score	Scale	Sample Task
4	The student will be able to create and describe partitions as equal parts.	Give real world examples that partition circles and rectangles. Have students describe.
3	The student will be able to partition circles and rectangles into two, three or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; AND describe the whole as two halves, three thirds, four fourths AND recognize that equal parts of identical wholes need not have the same shape.	Give the student a construction paper square. Have them fold it into three equal parts. Ask them how many thirds are in their square.
2	The student will be able to recognize partitions of circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; AND describe the whole as two halves, three thirds, four fourths.	Give students a rectangle divided into halves (a) and a picture that does not (b). How many halves are in picture (a) and describe.
1	The student will be able to partition a rectangle into rows and columns of same-size (unit) squares AND count to find the total number of same-size squares. (2.G.4)	Give student graph paper. Have them make boxes of different sizes. Then count to find the total number of same-size squares.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 2.G.5

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Measurement 2.M.2

Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.

Scale Score	Scale	Sample Task
4	The student will be able to compare measurement estimates and describe reasonability.	Give student an example of an object that has an incorrect measurement (toy car is 57 in). Ask student if this is an appropriate estimate. If not, what would be their estimate and why.
3	The student will be able to estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter.	Give the student something to measure. Ask student to select the appropriate tool, make an estimate, and then measure the actual length with that tool.
2	The student will be able to describe the relationships among inch, foot, and yard AND describe the relationships between centimeter and meter. (2.M.1)	Give student something to measure. Have them measure it in inches, feet, and yards. Discuss their findings. Give student something to measure. Have them measure it in centimeters and meters. Discuss their findings.
1	The student will be able to understand that the length of an object does not change regardless of the units used AND measure the length of an object twice using length units of different lengths for the two measurements AND describe how the two measurements relate to the size of the unit chosen. (2.M.3)	Have student measure the same object using different tools. Discuss why the answer is different but the object doesn't change.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 2.M.2

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						

Comment						
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MATH: Number Sense 2.M.5

Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.

Scale Score	Scale	Sample Task
4	The student will be able to tell elapsed time.	Give start time. Give end time. Find out how much time has passed/elapsed.
3	The student will be able to tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. AND solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.	Give a start time and some hours or half hours that have gone by. Determine the finish time. Give an end time and some hours or half hours that were prior to this. Determine the start time.
2	The student will be able to tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m.	Give students times to the nearest five minutes on an analog clock. Have them write the time. Also, ask questions using a.m. and p.m. situations.
1	The student will be able to describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks. And months in a year (2.M.6)	Give student comparison situations. Example: 62 minutes on the playground or 1 hour? Would you rather go to the North Pole for 16 months or 1 year?
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 2.M.5

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Measurement 2.M.7

Find the value of a collection of pennies, nickels, dimes, quarters and dollars.

Scale Score	Scale	Sample Task
4	The student will be able to utilize their knowledge of the collection of coins to answer real-world problems involving addition and subtraction.	Tell students you have 3 coins. Explain that one of them is a dime, one is a quarter, and one is a nickel. You find one more coin. Now you have 50 cents. What coin did you find?
3	The student will be able to find the value of a collection of pennies, nickels, dimes, quarters and dollars.	Give the student a variety of coins and dollars. Have the student count and find the value.
2	The student will be able to identify the name and value of each coin.	Show the student a picture of a coin (except penny). Find two ways to make the same value using various coins.
1	The student will be able to identify the name and value of each coin.	Give student each coin (heads and tails). Ask them to name the coin and the value.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 2.M.7

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Data Analysis 2.DA.1

Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? Red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in graphs.

Scale Score	Scale	Sample Task
4	The student will be able to solve two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data.	Using the graph the student has created, ask the student “how many more” and “how many less” questions. Also, have them make predictions based on the data.
3	The student will be able to draw a picture graph (with single-unit scale) AND a bar graph (with single-unit scale) to represent a data set with up to four choices AND solve simple put-together, take-apart, AND compare problems using information presented in the graphs.	Have students create and draw a picture graph AND a bar graph using data either from a chart or collecting data. Then, have them solve simple put-together, take-apart AND compare problems using information presented in the graphs.
2	The student will be able to draw a bar graph (with single-unit scale) to represent a data set with up to four choices.	Have students create a bar graph using data either from a chart or collecting data. Then, have them solve simple put-together, take-apart questions about the total number of data points.
1	The student will be able to draw a picture graph.	Have students create a bar graph using data either from a chart or collecting data. Then, have them ask and answer questions about the total number of data points.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 2.DA.1

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						