Fort Zumwalt School District
2nd Grade Math Proficiency Scales

Understands place value of three digit numbers (2.NBT.A.1; 2.NBT.A.2; 2.NBT.A.4)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Consistently, accurately, and independently over time, **use** place value to **read, write, and identify** numbers up to 1,000. • Consistently, accurately, and independently **justify** the relationships between numbers to 1,000 using place value. **No major errors or omissions regarding 1-3 content.**	• The **proficient** student has worked through the C-P-A continuum and demonstrated understanding of place value through 1,000. • The **proficient** student has worked through the C-P-A continuum and demonstrated understanding using all **three** forms. 631 ○ *Expanded Form*: 600 + 30 + 1 *AND* 6 hundreds, 3 tens, and 1 one. ○ *Number Names (Word Form)*: six hundred thirty-one ○ *Base Ten Numerals (Standard Form)*: 631 • The **proficient** student can flexibly represent any three digit number: 631 ○ 500+130+1 ○ 600+31 ○ 63 tens + 1 one ○ 6 hundreds and 31 ones
3 Approaching Proficient	The student will: • Independently use place value to read, write, and identify numbers up to 1,000. • Independently justify numbers up to 1,000 using place value. • Self-correct errors with prompting. **No major errors or omissions regarding 1-2 content.**	• The **approaching proficient** student is working through the **C-P-A** continuum to connect the pictorial representation to an abstract representation OR may be working with the abstract model with inconsistent success. • The **approaching proficient** student is working through **two** forms independently. • The "approaching proficient" student represents basic place value relationships in more than one way: 631 ○ 600+31 ○ 6 hundreds and 31 ones • The **approaching proficient** student inconsistently recognizes and/or represents higher level relationships: 631 ○ 63 tens + 1 one ○ 500+130+1
2 Beginning Progress	The student will: • Uses a place value chart to read, write, and identify numbers up to 1,000. • Inconsistently justify numbers up to 1,000 using place value. • Self-correct errors with prompting and support. **No major errors or omissions regarding 1-2 content.**	• With support, the **beginning progress** student is working through the **C-P-A** continuum to connect concrete to pictorial OR may be working with the pictorial representation with inconsistent success. • The **beginning progress** student is working through **one** form independently.
1 Of Concern	The student: • Has foundational misconceptions of place value. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student requires support to enter into these concepts. • The student demonstrates foundational misconceptions.

Fort Zumwalt School District
2nd Grade Math Proficiency Scales

Demonstrate fluency with addition within 20 (2.RA.A.1)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Consistently and independently use and explain efficient mental strategies with accuracy and flexibility. • Consistently and independently self-correct minor, reasonable computational errors. **No major errors or omissions regarding 1-3 content.**	• ***Fluency refers to accuracy and efficiency and does not equate to memorization or speed.*** • The **proficient** student uses **multiple** strategies efficiently and accurately. • The **proficient** student is able to apply and explain ***all*** of the strategies, has a "go to" strategy, and is flexible with all. • The **proficient** student is able to demonstrate understanding written and orally. • *Note:* ○ *Mental strategies **may** include:* make a ten, decomposing numbers, using the relationship between addition and subtraction, related facts, make a 20, and balanced equations. ○ *Mental strategies do **not** include:* sketching, counting on, using a number line, tallies, fingers, etc.
3 Approaching Progress	The student will: • Use and explain mental strategies. • Consistency, efficiency, **or** flexibility may be lacking. • Self-correct minor, reasonable computational errors **with prompting.** **No major errors or omissions regarding 1-2 content.**	• ***Fluency refers to accuracy and efficiency and does not equate to memorization or speed.*** • The **approaching proficiency** student inconsistently uses efficient and flexible strategies. • The **approaching proficiency** student may or may not be able to explain their thinking (written and/or orally). • The **approaching proficiency** student has reasonable inaccuracies. *Example:* 9+7 = 15 or 17.
2 Beginning Progress	The student will: • Use mental strategies with prompting. • Consistency, efficiency, **and/or** flexibility are lacking. • Self-correct errors **with prompting and support.** **Some errors or omissions may be present.**	• The **beginning progress** student lacks mental strategies and/or rely upon inefficient strategies. ○ *Example:* 8+7: Student starts at 8 and uses a sketch, fingers, tallies, dots, number line, mentally counts on 9, 10, 11, 12, 13, 14, 15 to arrive at the answer.
1 Of Concern	The student will: • Use inefficient strategies and/or materials to add within 20. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student lacks mental strategies and relies upon concrete and pictorial representations to solve addition within 20, still relies upon one-to-one correspondence.

Demonstrate fluency with subtraction within 20 (2.RA.A.1)		
Score	**Expectation Descriptor**	**Additional Information**

4 Proficient	The student will:
	• Consistently and independently use and explain efficient mental strategies with accuracy and flexibility.
	• Consistently and independently self-correct minor, reasonable computational errors.
	
	No major errors or omissions regarding 1-3 content.
		• ***Fluency refers to accuracy and efficiency and does not equate to memorization or speed.***
		• The **proficient** student uses **multiple** strategies efficiently and accurately.
		• The **proficient** student is able to apply and explain ***all*** of the strategies, has a "go to" strategy, and is flexible with all.
		• The **proficient** student is able to demonstrate understanding written and orally.
		  ○ *Mental strategies **may** include:* make a ten, decomposing numbers, using the relationship between addition and subtraction, related facts, think addition (using the known addition fact to solve the subtraction problem: 13-5, think what goes with 5 to make 13?), build up through 10 (used when subtracting 8 or 9, for example 14 - 9; start with nine and work up through 10; 9+1 is 10 and 4 more makes 5), back down through 10 (working backward with 10 as a "bridge," ex: 15-6, take 5 away from 15 to get to ten. Then, take 1 more away, leaving 9), and balanced equations.
		  ○ *Mental strategies do **not** include:* sketch

3 Approaching Progress	The student will: • Use and explain mental strategies. • Consistency, efficiency, **or** flexibility may be lacking. • Self-correct minor, reasonable computational errors **with prompting.** **No major errors or omissions regarding 1-2 content.**	• The **approaching proficiency** student inconsistently uses efficient and flexible strategies. • The **approaching proficiency** student may or may not be able to explain their thinking (written and/or orally). • The **approaching proficiency** student has reasonable inaccuracies. *Example:* 16 - 9= 6 or 8
2 Beginning Progress	The student will: • Use mental strategies with prompting. • Consistency, efficiency, **and/or** flexibility are lacking. • Self-correct errors **with prompting and support.** **Some errors or omissions may be present.**	• The **beginning progress** student lacks mental strategies and/or rely upon inefficient strategies. ○ *Example:* 16 - 9: Student starts at 16 and uses a sketch, fingers, tallies, dots, number line, mentally counts back 15, 14, 13, 12, 11, 10, 9, 8, 7 to arrive at the answer.
1 Of Concern	The student will: • Use inefficient strategies and/or materials to add within 20. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student lacks mental strategies and relies upon concrete and pictorial representations to solve addition within 20, still relies upon one-to-one correspondence.

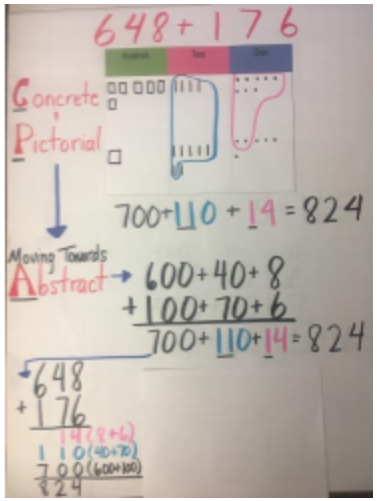
Fort Zumwalt School District

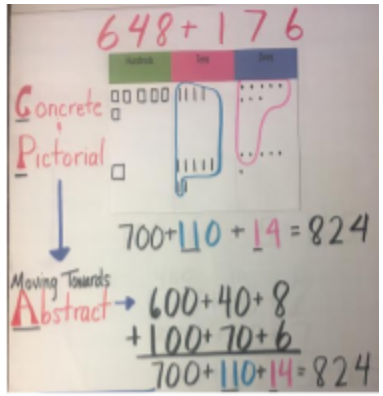
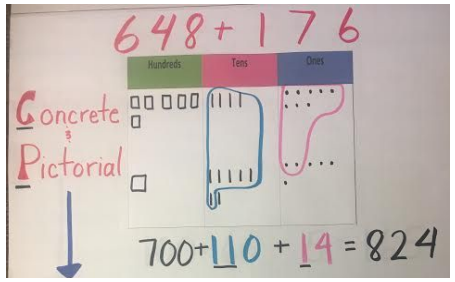
Demonstrates fluency with mental strategies to add within 100 (2.NBT.B.6)		
Score	**Expectation Descriptor**	**Additional Information**

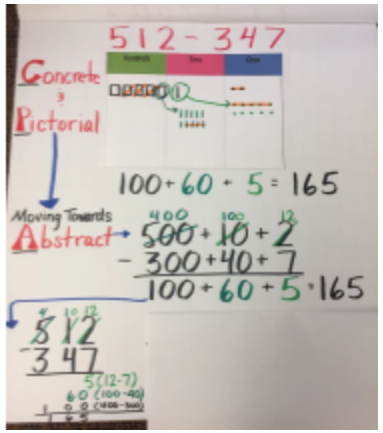
4 Proficient	The student will:
	• Consistently and independently use and explain efficient mental strategies with accuracy and flexibility.
	• Consistently and independently self-correct minor, reasonable computational errors.
	
	No major errors or omissions regarding 1-3 content.
		• ***Fluency refers to accuracy and efficiency and does not equate to memorization.***
		• The **proficient** student has **multiple** strategies that are used efficiently and accurately.
		• The **proficient** student is able to apply and explain ***all*** of the strategies, has a "go to" strategy, and is flexible with all.
		• The **proficient** student can demonstrate understanding written and orally.
		  ○ *Mental strategies **may** include*: make a ten, decomposing numbers, using the relationship between addition and subtraction, related facts, add the ones, add the tens, and add 10 then subtract the extra ones.
		  ○ *Mental strategies do **not** include*: sketching, counting on, using a number line, tallies, fingers, etc.

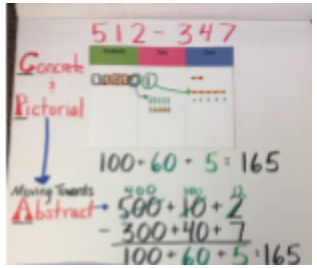
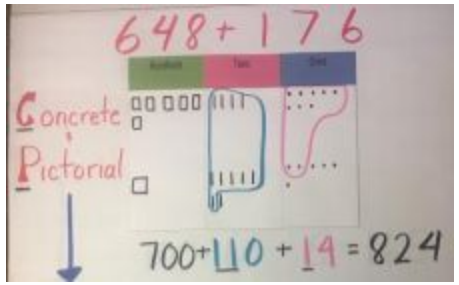
3 Approaching Proficient	The student will: • Use and explain mental strategies. • Consistency, efficiency, **or** flexibility may be lacking. • Self-correct minor, reasonable computational errors with prompting. **No major errors or omissions regarding 1-2 content.**	• The **approaching proficiency** student inconsistently uses efficient and flexible strategies. • The **approaching proficiency** student may or may not be able to explain their thinking (written and/or orally).
2 Beginning Progress	The student will: • Use mental strategies with prompting. • Consistency, efficiency, **and/or** flexibility are lacking. • Self-correct errors with prompting. • Determine reasonableness of answers with support. **Some errors or omissions may be present.**	• The **beginning progress** student lacks mental strategies and/or rely upon inefficient strategies. • *Example:* 52 + 13: Student starts at 52 and uses a sketch, fingers, tallies, dots, mentally, etc. counts 53, 54, 55, 56, etc. arrive at the answer.
1 Of Concern	The student will: • Use inefficient strategies and/or materials to add within 100. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student lacks mental strategies and relies upon concrete and pictorial representations to solve addition within 100.

Demonstrates fluency with mental strategies to subtract within 100 (2.NBT.B.6)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Consistently and independently use and explain efficient mental strategies with accuracy and flexibility. • Consistently and independently self-correct minor, reasonable computational errors. **No major errors or omissions regarding 1-3 content.**	• ***Fluency refers to accuracy and efficiency and does not equate to memorization.*** • The **proficient** student has **multiple** strategies that are used efficiently and accurately. • The **proficient** student is able to apply and explain ***all*** of the strategies, has a "go to" strategy, and is flexible with all. • The **proficient** student can demonstrate understanding written and orally. ○ *Mental strategies **may** include:* make a ten, decomposing numbers, using the relationship between addition and subtraction, related facts, subtract the ones, subtract the tens, and subtract 10 then add the extra ones. ○ *Mental strategies do **not** include:* sketching, counting back, using a number line, tallies, fingers, etc.
3 Approaching Proficient	The student will: • Use and explain mental strategies. • Consistency, efficiency, **or** flexibility may be lacking. • Self-correct minor, reasonable computational errors with prompting. **No major errors or omissions regarding 1-2 content.**	• The **approaching proficiency** student inconsistently uses efficient and flexible strategies. • The **approaching proficiency** student may or may not be able to explain their thinking (written and/or orally).
2 Beginning Progress	The student will: • Use mental strategies with prompting. • Consistency, efficiency, **and/or** flexibility are lacking. • Self-correct errors with prompting • Determine reasonableness of answers with support. **Some errors or omissions may be present.**	• The **beginning progress** student lacks mental strategies and/or rely upon inefficient strategies. ○ *Example:* 54 - 13: Student starts at 54 and uses a sketch, fingers, tallies, dots, mentally, etc. counts 53, 52, 51, etc. arrive at the answer).
1 Of Concern	The student will: • Use inefficient strategies and/or materials to subtract within 100. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student lacks mental strategies and relies upon concrete and pictorial representations to solve subtraction within 100.

Demonstrates and explains addition within 1,000 using place value understanding (2.NBT.B.8)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Consistently, accurately, and independently **use strategies** based on place value to add numbers with sums within 1,000. • Consistently and independently self-correct minor, reasonable computational errors. **No major errors or omissions regarding 1-3 content.**	• The **proficient** student has worked through the C-P-A continuum to use strategies related to place value to add. • The **proficient** student is able to represent and solve the *Expanded Form Equation* and the *Partial Sum Equation*. • The **proficient** student can add numbers within 1,000 (including situations requiring composing hundreds and tens) and justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. Expanded Form Equation Partial Sum Equation  • *DESE Note: Concrete models and/or drawings should be used as appropriate for **initial** development of concepts.*

3 **Approaching Proficient**	The student will: • Consistently, accurately, and independently **use strategies** based on place value to add numbers with sums within 1,000. • Self-correct minor, reasonable computational errors with prompting. **No major errors or omissions regarding 1-2 content.**	• The **approaching proficient** student is working through the C-P-A continuum. • The **approaching proficient** student connects the pictorial representation to the *Expanded Form Equation,* and is working with the *Expanded Form Equation* independently with inconsistent success. Expanded Form Equation  • *DESE Note: Concrete models and/or drawings should be used as appropriate for **initial** development of concepts.*
2 **Beginning Progress**	The student will: • **Use strategies** based on place value to add numbers with sums within 1,000. • Self-correct errors with prompting and **support**. **Some errors or omissions may be present.**	• With support, the **beginning progress** student is working through the C-P-A continuum. • The **beginning progress** student is working to consistently and accurately connect the concrete representation to the pictorial representation OR working to connect the pictorial representation to the *Expanded Form Equation.*  • *DESE Note: Concrete models and/or drawings should be used as appropriate for **initial** development of concepts.*
1 **Of Concern**	The student: • With support, unable to use strategies based on place value to add numbers with sums within 1,000. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student is unable to independently and accurately create a pictorial representation when representing addition sums within 1,000. • The student demonstrates foundational misconceptions. *DESE Note: Concrete models and/or drawings should be used as appropriate for **initial** development of concepts.*

Demonstrates and explains subtraction within 1,000 using place value understanding (2.NBT.B.8)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Consistently, accurately, and independently subtract **using strategies** based on place value to subtract numbers with differences within 1,000. • Consistently and independently self-correct minor, reasonable computational errors. **No major errors or omissions regarding 1-3 content.**	• The **proficient** student has worked through the C-P-A continuum to use strategies related to place value to subtract. • The **proficient** student is able to represent and solve the *Expanded Form Equation* and the *Partial Difference Equation*. • The **proficient** student can subtract numbers within 1,000 (including situations requiring decomposing hundreds and tens) and justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. Expanded Form Equation Partial Difference Equation  • *DESE Note: Concrete models and/or drawings should be used as appropriate for **initial** development of concepts.*

3 **Approaching Proficient**	The student will: • Consistently, accurately, and independently **use strategies** based on place value to subtract numbers with differences within 1,000. • Self-correct minor, reasonable computational errors with prompting. **No major errors or omissions regarding 1-2 content.**	• The **approaching proficient** student is working through the **C-P-A** continuum. • The **approaching proficient** connects the pictorial representation to the abstract (*Expanded Form Equation)* and is working independently with inconsistent success. Expanded Form Equation  • *DESE Note: Concrete models and/or drawings should be used as appropriate for **initial** development of concepts.*
2 **Beginning Progress**	The student will: • **Use strategies** based on place value to subtract numbers with differences within 1,000. • Self-correct errors with prompting and **support**. **Some errors or omissions may be present.**	• **With support**, the **beginning progress** student is working through the C-P-A continuum. This student is working to consistently and accurately connect the concrete representation to the pictorial representation OR working to connect the pictorial representation to the abstract (*Expanded Form Equation).*  •
1 **Of Concern**	The student: • With support, unable to use strategies based on place value to subtract numbers with differences within 1,000. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student is unable to independently and accurately create a pictorial representation when representing subtraction differences within 1,000. • The student demonstrates foundational misconceptions.

Fort Zumwalt School District

2nd Grade Math Proficiency Scales

Represents and solves word problems involving addition and subtraction within 1,000 (2.NBT.C.11)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Consistently, accurately, and independently analyze and solve two-step non-scaffolded word problems. • Consistently and independently self-correct minor, reasonable computational errors. **No major errors or omissions regarding 1-2 content.**	• The **proficient** student is able to accurately solve **both** parts of a scaffolded **and** non-scaffolded two-step word problem. • The **proficient** student is able to create an equation that represents the word problem. • The **proficient** student is able to identify an appropriate bar model to accurately represent the word problem. • The **proficient** student is able to create and/or recognize a bar model as an entry point to accurately represent both parts of a two-step word problem.
3 Approaching Proficient	The student will: • Independently and accurately solve two-step scaffolded word problems. • Sef-correct minor computational errors. **No major errors or omissions regarding 1-2 content.**	• The **approaching proficient** student is able to accurately solve **both** parts of a scaffolded two-step word problem. • With prompting, the **approaching proficient** student is able to accurately solve both parts of a non-scaffolded word problem. • The **approaching proficient** student uses bar models as an entry point with inconsistencies. • With prompting, the **approaching proficient** student, creates bar models that accurately represent one part of the two-step problem.
2 Beginning Progress	The student will: • Independently solve one-step word problems. • With support, solve two-step scaffolded word problems. • With support, correct computational errors. **Some errors or omissions may be present.**	• The **beginning progress** student is able to solve one-step word problems with minimal prompting. • With support, the **beginning progress** student is able to solve scaffolded two-step word problems. • With support, the **beginning progress** student interprets bar models.
1 Of Concern	The student: • Requires support to solve one-step word problems. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student demonstrates foundational misconceptions.

Identifies and counts dollar bills and coins (2.GM.D.12, 2.GM.D.13)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Consistently, accurately, and independently **find the value of combinations** of dollar bills, quarters, dimes, nickels, and pennies. • Consistently, accurately, and independently use $ and cent symbols appropriately. • Consistently, accurately, and independently **use combinations of coins** that equal a given amount. • Consistently and independently self-correct minor, reasonable computational errors. **No major errors or omissions regarding 1-3 content.**	• The **proficient** student is able to identify, count, and represent the value of combinations of dollar bills, quarters, dimes, nickels, and pennies, using dollar and cent symbols appropriately. • The **proficient** student is able to identify, count, and represent combinations of coins that equal a given amount. ○ *Example:* 50 cents can be shown as two quarters, five dimes, ten nickels; or one quarter, two dimes, and one nickel, etc. • The **proficient** student uses the most **efficient** coin combinations when demonstrating multiple ways to represent a given amount.
3 Approaching Proficient	The student will: • **Find the value of combinations** of dollar bills, quarters, dimes, nickels, and pennies. • Use $ and cent symbols appropriately. • **Use combinations of coins** that equal a given amount. • Consistency **OR** flexibility **may** be lacking. • Self-correct minor, reasonable computational errors **with prompting.** **No major errors or omissions regarding 1-2 content.**	• The **approaching proficient** student may be inconsistent when representing and counting coin combinations efficiently.
2 Beginning Progress	The student will: • **Find the value of combinations** of dollar bills, quarters, dimes, nickels, and pennies. • Use $ and cent symbols appropriately. • **Use combinations of coins** that equal a given amount. • Consistency **AND** flexibility **ARE** lacking • Self-correct errors **with prompting** • Determine reasonableness of answers **with support** **Some errors or omissions may be present.**	• The **beginning progress** student may lack consistency and/or rely upon inefficient strategies when representing and counting coin combinations. • The **beginning progress** student independently represents a given amount in one way. • The **beginning progress** student requires prompting and support show multiple ways to represent a given amount of coin combinations.
1 Of Concern	The student: • With support, is unable to find the value of combinations, represent amounts appropriately, or represent a set value multiple ways. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student is not able to identify a coin and it's value. • The student demonstrates foundational misconceptions.

Develops foundations for multiplication (2.RA.B.2; 2.RA.B.3)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Consistently, accurately, and independently represent equal groups in an array. • Consistently, accurately, and independently find the total number of objects arranged in an array. • Consistently, accurately, and independently connect the multiplication sentence to the array. **No major errors or omissions regarding 1-3 content.**	• The **proficient** student is working through the C-P-A continuum to construct and interpret an array for multiples of 2, 3, 4, 5, and 10. • The **proficient** student is able to represent an array with an appropriate multiplication sentence.
3 Approaching Proficient	The student will: • Represent equal groups in an array with minor inconsistencies. • Find the total number of objects arranged in an array. • Connect the multiplication sentence to the array. **No major errors or omissions regarding 1-2 content.**	• The **approaching proficient** student is working through the C-P-A continuum to connect the concept of equal groups (circle with dots) to the the array. • The **approaching proficient** student represents and solves the multiplication sentence with minor inaccuracies.
2 Beginning Progress	The student will: • With prompting and support, represent equal groups. • Demonstrate understanding of multiplication through repeated addition. • With support, connect the pictorial representation to the multiplication sentence. **Some errors or omissions may be present.**	• The **beginning progress** student is working within the C-P-A continuum to construct equal groups with work mats and cubes OR equal groups with "circles and dots." • The **beginning progress** student is working to connect repeated addition to the multiplication sentence. • The student requires support to determine the reasonableness of answers.
1 Of Concern	The student: • Requires support to enter into multiplication concepts. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• The student is unable to understand the concepts without assistance. • The student demonstrates foundational misconceptions.

Fort Zumwalt School District
2nd Grade Math Proficiency Scales

Measures length in standard units (2.GM.B.4; 2.GM.B.7)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Accurately, consistently, and independently demonstrate the ability to measure length of an object by selecting and using appropriate tools. • Measure to determine how much longer one object is than another. • Consistently and independently self-correct minor, reasonable errors. **No major errors or omissions regarding 1-3 content.**	• The **proficient** student is able to demonstrate the ability to measure length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tape. • The **proficient** student is able to estimate and measure to determine how much longer one object is than another, expressing the length difference in terms of a standard unit of length.
3 Approaching Proficient	The student will: • Demonstrate the ability to measure length of objects by selecting and using appropriate tools. • Consistency, efficiency, and flexibility **may** be lacking. • Self-correct minor, reasonable errors with prompting. **No major errors or omissions regarding 1-2 content.**	• The **approaching proficient** student is able to demonstrate the ability to measure length of an object by selecting and using appropriate tools with inconsistencies. • The **approaching proficient** student is inconsistently able to estimate and measure to determine how much longer one object is than another, expressing the length difference in terms of a standard unit of length.
2 Beginning Progress	The student will: • Demonstrate the ability to measure length of objects by selecting and using appropriate tools. • Determine reasonableness of answers with support. • Consistency, efficiency, and flexibility **are** lacking. • Self-corrects errors with prompting. **Some errors or omissions may be present.**	• With support, the **beginning progress** student selects an appropriate tool and measures objects. • With support, the **beginning progress** student uses estimation to express the length difference.
1 Of Concern	The student: • Requires support to select tools and measure objects. **With help, demonstrates a partial understanding of some of the simpler details**	• The student is unable to understand the concepts without assistance. • The student demonstrates foundational misconceptions.

Fort Zumwalt School District

2nd Grade Math Proficiency Scales

Collects and represents data (2.DS.A.1; 2.DS.A.4; 2.DS.A.5)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Given a horizontal marked in whole numbers, accurately, consistently, and independently create a line plot to represent a set of numeric data. • Solve problems and draw conclusions using information. presented in line plots, picture graphs, and bar graphs. • Consistently and independently self-correct minor, reasonable errors. **No major errors or omissions regarding 1-3 content.**	• When given a horizontal scale marked in whole numbers, the **proficient** student is able to create a line plot to represent a given set of numeric data. • The **proficient** student is able to solve problems using information presented in line plots, picture graphs, and bar graphs. • The **proficient** student is able to use simple addition and subtraction (put-together, take-apart, and compare) problems using information presented in a bar graph. • The **proficient** student is able to draw conclusions from line plots, picture graphs, and bar graphs.
3 Approaching Proficient	The student will: • Create a line plot to represent a set of numeric data, given a horizontal marked in whole numbers, **with prompting.** • Solve problems **and/or** draw conclusions using information presented in line plots, picture graphs, and bar graphs **with prompting.** • Consistency, efficiency, and flexibility **may** be lacking. • Self-correct minor, reasonable errors **with prompting.** **No major errors or omissions regarding 1-2 content.**	• When given a horizontal scale marked in whole numbers, the **approaching proficient** student is able to create a line plot to represent a given set of numeric data, with prompting. • With prompting, the **approaching proficient** student is able to solve problems using information presented in line plots, picture graphs, and bar graphs. • The **approaching proficient** student is able to use simple addition and subtraction (put-together, take-apart, and compare) problems using information presented in a bar graph with inconsistencies. • With prompting, the **approaching proficient** student is able to draw conclusions from line plots, picture graphs, and bar graphs.
2 Beginning Progress	The student will: • Create a line plot to represent a set of numeric data, given a horizontal marked in whole numbers, **with prompting and support.** • Solve problems **or** draw conclusions using information presented in line plots, picture graphs, and bar graphs, **with prompting and support.** • Determine reasonableness of answers **with prompting and support.** • Consistency, efficiency, and flexibility **are** lacking • Self-corrects errors with **prompting and support.** **Some errors or omissions may be present.**	• With prompting and support, the **beginning progress** student is able to create a line plot to represent a given set of numeric data. • The **beginning progress** student is able to solve problems using line plots, picture graphs, and bar graphs with inaccuracies. • With prompting and support, the **beginning progress** student determines reasonableness, but lacks the ability to self-correct independently.
1 Of Concern	The student: • Is unable to create, solve problems, and draw conclusions of line plots, picture graphs, and bar graphs, without prompting and support. **With help, demonstrates a partial understanding of some of the simpler details and processes.**	• Unable to understand the concepts without assistance. • Demonstrates foundational misconceptions.

Fort Zumwalt School District
2nd Grade Math Proficiency Scales

Develops foundations for fractions (2.GM.A.3)		
Score	**Expectation Descriptor**	**Additional Information**
4 Proficient	The student will: • Accurately, consistently, and independently understand that a fraction is part of a whole. • Accurately, consistently, and independently partition various shapes such as circles and rectangles into two, three or four equal shares, and **describe the shares and the whole.** • Demonstrate that equal shares of identical wholes need not have the same shape. • Recognize that the size of the fraction is dependent upon the size of the whole. (½ doesn't always equal ½.) • Consistently and independently self-correct minor, reasonable errors **No major errors or omissions regarding 1-3 content.**	• The **proficient** student partitions circles and rectangles into two, three, **and** four equal shares. • The **proficient** student describes the shares using the words halves, thirds, half of, a third of, etc. • The **proficient** student represents one whole as 2/2 (two *halves), 3*/3 (*three thirds),* 4/4 (*four fourths)* • The **proficient** student is able to recognize and divide equal parts in more than one way. • The **proficient** student demonstrates that ½, ⅓, ¼ are unit fractions.
3 Approaching Proficient	The student will: • Understand that a fraction is part of a whole. • Partition circles and rectangles into two, three or four equal shares, and **describe the shares and the whole.** • Demonstrate that equal shares of identical wholes need not have the same shape. • Consistency **may** be lacking • Self-corrects minor, reasonable errors **with prompting** **No major errors or omissions regarding 1-2 content.**	• The **approaching proficient** student partitions circles and rectangles into two, three, **and** four equal shares with inconsistencies. • The **approaching proficient** student describes the shares using the words halves, thirds, half of, a third of, etc. • The **approaching proficient** student represents one whole as 2/2 (two *halves), 3*/3 (*three thirds),* 4/4 (*four fourths)* • With prompting, the **approaching proficient** student is able to recognize and divide equal parts in more than one way.
2 Beginning Progress	The student will: • With support, Understand that a fraction is part of a whole. • Partition circles and/or rectangles into two, three **or** four equal shares. **Some errors or omissions may be present.**	• The beginning progress student is able to partition circles and/or rectangles into two, three **or** four equal shares. • With support, the **beginning progress** describes fractional parts as half of, third of, or fourth of. • The **beginning progress** student transposes fractional parts. ○ *Example:* ⅓ is written as 3/1.
1 Of Concern	The student: • Has limited understanding of fractional parts. **With help, demonstrates a partial understanding of some of the simpler details**	• The student is unable to understand the concepts without assistance. • The student demonstrates foundational misconceptions.