

Student Baseline and Post-Instruction Checklist
Common Core Essential Elements and Instructional Achievement Level Descriptors
Mathematics Grade 2

Student Name: _____
 Teacher: _____

Student Grade: _____
 Date: _____

Common Core State Standard: 2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.OA.1. Add and subtract to solve real world one-step story problems from 0-20 when the result is unknown.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Add and subtract to solve real world one-step story problems from 0-20 when any number in the problem is unknown (result, start, change, difference). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Add and subtract to solve real world one-step story problems from 0-20 when the result is unknown. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Given the equation, add to solve real world one-step story problems from 0-10. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify the object(s) that appear in the real world one-step story problem. 	___Y ___N

Common Core State Standard: 2.OA.2. Fluently add and subtract within 20 using mental strategies.¹ By end of Grade 2, know from memory all sums of two one-digit numbers.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.OA.2. N/A (See		Indicate Yes or No

¹ See standard 1.OA.6 for a list of mental strategies.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.7)		

Common Core State Standard: 2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.OA.3. Equally distribute even numbers of objects between two groups.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Determine that a quantity of objects is even or odd by separating them into two groups. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Equally distribute even numbers of objects between two groups. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Separate objects into two groups. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Make two groups of two. 	___Y ___N

Common Core State Standard: 2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.OA.4. Use addition to find the total number of objects arranged within equal groups up to a total of 10.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use addition to find the total number of objects arranged within equal groups beyond 10. 	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use addition to find the total number of objects arranged within equal groups up to a total of 10. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Recognize that two groups are made up of equal quantities up to a total of less than 10. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Differentiate same/different when presented with two objects. 	___Y ___N

Common Core State Standard: 2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- 100 can be thought of as a bundle of ten tens — called a “hundred.”
- 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).

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.1. Represent numbers through 30 with sets of tens and ones with objects in columns or arrays.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Put numbers through 30 into sets of tens and ones with numbers. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Represent numbers through 30 with sets of tens and ones with objects in columns or arrays. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Indicate that 10 ones equals one 10 and zero ones (base 10). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Demonstrates one-to-one correspondence. 	___Y ___N

Common Core State Standard: 2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.2.a. Count from 1 to 30 (count with meaning; cardinality).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Count beyond 30 (count with meaning; cardinality). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Count from 1 to 30 (count with meaning; cardinality). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Count numbers 1 to 20, skipping numbers or repeating. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Repeat numbers 1 to 30. 	___Y ___N

Common Core State Standard: 2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.2.b. Name the next number in a sequence between 1 and 10.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Count forward beginning from a given number within the known sequence 2 to 10 (instead of having to begin at one). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Name the next number in a sequence between 1 and 10. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Indicate the higher number in a progression of numbers (with or without gaps). 	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Communicate a number. 	___Y ___N

Common Core State Standard: 2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.3. Identify number symbols 1 to 30.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Express number symbols beyond 30. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify number symbols 1 to 30. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify number symbols 1-10. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Differentiate between numbers and letters. 	___Y ___N

Common Core State Standard: 2.NBT.4. Compare two, three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.4. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare sets of objects and numbers using appropriate vocabulary as equal or more or less when two or fewer units apart. 	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Compare sets of objects and numbers using appropriate vocabulary (more, less, equal). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Determine equality of sets of objects using appropriate vocabulary (equal). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Match groups of objects. 	___Y ___N

Common Core State Standard: 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.5.a. Identify the meaning of the “+” sign (i.e., combine, plus, add), and the “=” sign (equal).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify the meaning of the “+” sign (i.e., combine, plus, add), the “=” sign (equal), and the “-” sign (minus, take away, less). 	___Y ___N ___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the meaning of the “+” sign (i.e., combine, plus, add), and the “=” sign (equal). 	___Y ___N ___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Recognize the “+” and “=” signs. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Match the “+” and “=” signs. 	___Y ___N

Common Core State Standard: 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.5.b. Using concrete examples, compose and decompose numbers up to 10 in more than one way.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Using numbers or representations, compose and decompose numbers up to 10 in more than one way. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Using concrete examples, compose and decompose numbers up to 10 in more than one way. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Using concrete examples, compose and decompose numbers up to five in at least one way. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize that groups of objects can be put together or taken apart. 	___Y ___N

Common Core State Standard: 2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.6-7. Use objects, representations, and numbers (0-20) to add and subtract.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use objects, representations, and numbers beyond 20 to add and subtract. 	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use objects, representations, and numbers (0-20) to add and subtract. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use objects, representations, and numbers (0-10) to add. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Count objects 1-10. 	___Y ___N

Common Core State Standard: 2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.NBT.8-9. N/A		Indicate Yes or No

Common Core State Standard: 2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.MD.1-2. Measure the length of objects using non-standard units.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks, by repeating the use of the measurement tool/unit. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Measure the length of objects using non-standard units. 	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Begin to measure from an end point using a non-standard tool. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Match objects of like length. 	___Y ___N

Common Core State Standard: 2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.MD.3-4. Order by length using non-standard units.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use non-standard units to measure length of objects (i.e., paperclips, blocks). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Order by length using non-standard units. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Compare two non-standard units of length and determine which is shorter and which is longer. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Given a paperclip and an index card, determine which is shorter. 	___Y ___N

Common Core State Standard: 2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.MD.5. Increase or		Indicate Yes or No

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
decrease length by adding or subtracting unit(s).		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Increase or decrease length by adding or subtracting multiple units. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Increase or decrease length by adding or subtracting unit(s). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Increase length by adding a single unit. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Compare two objects and determine which is longer. 	___Y ___N

Common Core State Standard: 2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.MD.6. Use a number line to add one more unit of length.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use a number line to add more than one unit of length. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use a number line to add one more unit of length. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Count forward on a number line to 10 showing units of length. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Indicate one more number on a number line and track left to right. 	___Y ___N

Common Core State Standard: 2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.MD.7. Indicate the digit that tells the hour on a digital clock.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Tell time to the hour on a digital and analog clock. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Indicate the digit that tells the hour on a digital clock. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Indicate the relationship between a clock and their daily schedule. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Indicate that a clock is used to tell time. 	___Y ___N

Common Core State Standard: 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.MD.8. Recognize that money has value.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recognize that money is used in exchange for goods. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Recognize that money has value. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Sort money from other objects. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Understand that goods (items) have value. 	___Y ___N

Common Core State Standard: 2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.MD.9-10. Create picture graphs from collected measurement data.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Organize, represent, and interpret length/height data using concrete objects to create picture graphs. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Create picture graphs from collected measurement data. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Create picture graphs from collected measurement data using model. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Contribute to data collection. 	___Y ___N

Common Core State Standard: 2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.G.1. Describe attributes of two-dimensional shapes.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Describe mathematical attributes of two- and three-dimensional shapes. 	___Y ___N

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Describe attributes of two-dimensional shapes. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Sort by one attribute (shape). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Explore shapes with different attributes. 	___Y ___N

Common Core State Standard: 2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.G.2. N/A		Indicate Yes or No

Common Core State Standard: 2.G.3. Partition circles and rectangles into two, three, or four equal shares, 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 shares of identical wholes need not have the same shape.

Common Core Essential Elements - Math	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EE2.G.3. N/A		Indicate Yes or No