

2nd GRADE KID-FRIENDLY MATH STANDARDS

Standards Being Tested	SECOND GRADE-MATH	Check for Progress 1	Check for Progress 2	Check for Progress 3	Check for Progress 4	Check for Progress 5
	By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.					
38 ITEMS 58%	NUMBER SENSE					
	1.0 <i>Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:</i>					
3	1.1* <ul style="list-style-type: none"> • I can count, read and write whole numbers, in order, up to 1,000. • I know the difference between the ones, tens, hundreds, and thousands place values. • I can tell what place value a digit is in. 					
1	1.2 <ul style="list-style-type: none"> • I can use words, models and expanded forms. (Example: 45 = 4 tens + 5 ones) to show numbers up to 1,000. 					
4	1.3* <ul style="list-style-type: none"> • I can put in number order and compare whole numbers to 1,000 by using < , > , and = . 					
	2.0 <i>Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:</i>					
2 ½**	2.1* <ul style="list-style-type: none"> • I can show what an opposite number sentence is. If I write a number sentence to show that two numbers added equal a sum, (Example: If 8+6=14), then I know the opposite number sentence shows that I can subtract one of the numbers from the sum, the answer is the other number. (Examples: Then 14-8=6 and 14-6=8). • I can show that this also works the other way around. (Example: If 19-11=8, then I know the opposite number sentence is 8+11=19 or 11+8=19). • I can use this idea to solve problems and check answers. 					
4	2.2* <ul style="list-style-type: none"> • I can add or subtract two whole numbers to get answers up to three digits long. 					
NA***	2.3 <ul style="list-style-type: none"> • I can add or subtract two whole numbers two-digits long in my head. 					
	3.0* <i>Students model and solve simple problems involving multiplication and division:</i>					
2	3.1* <ul style="list-style-type: none"> • I can multiply by using repeated adding problems, arrays, and counting by multiples. 					
3	3.2* <ul style="list-style-type: none"> • I can divide by using repeated subtraction problems, equal sharing, and making equal groups with remainders. 					
3	3.3* <ul style="list-style-type: none"> • I know my 2s, 5s, and 10s to "times 10" in the multiplication table. 					
	4.0 <i>Students understand that fractions and decimals refer to parts of a set and parts of a whole:</i>					
3	4.1* <ul style="list-style-type: none"> • I can name fractions from 1/12 to ½. • I can tell which fraction is <i>greater than, equal to or less than</i> another. 					
3	4.2* <ul style="list-style-type: none"> • I understand that fractions show the amount of a whole, and parts of a group. (Examples: 1/4 of a pie, or 2/3 of 15 balls) 					
3	4.3* <ul style="list-style-type: none"> • I know that when all the parts are included, such as 4 parts out of 4, (4/4), there is one whole and that is equal to one. 					
	5.0 <i>Students model and solve problems by representing, adding and subtracting amounts of money:</i>					
3	5.1* <ul style="list-style-type: none"> • I can solve money problems by using combinations of coins and bills. 					
3	5.2* <ul style="list-style-type: none"> • I know where to put the decimal point in writing money amounts. • I know when and where to place the dollar and cent symbols for money. 					

* Key standards (*Mathematics Framework for California Public Schools, chapter 3*) comprise a minimum of 70% of the test

** Fractional values indicate rotated standards (e.g., ½=rotated every two years; 1/3=rotated every three years)

*** Not assessable in a multiple-choice format

Embedded: Content of standard is embedded within items in other strands

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Standards Being Tested	SECOND GRADE-MATH (cont)		Check for Progress 1	Check for Progress 2	Check for Progress 3	Check for Progress 4	Check for Progress 5
	6.0	<i>Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds and thousands places:</i>					
$\frac{1}{2}$ **	6.1	<i>Recognize when an estimate is reasonable in measurements (e.g., closest inch).</i>					
6 ITEMS 9%	ALGEBRA AND FUNCTIONS						
	1.0	<i>Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:</i>					
4	1.1*	<ul style="list-style-type: none"> I use the communicative and associative rules to make calculations easier to do in my head. I use the communicative and associative rules to check my answers. 					
1	1.2	<ul style="list-style-type: none"> I can show how a problem situation is related to an addition or subtraction number sentence. 					
1	1.3	<ul style="list-style-type: none"> I solve addition and subtraction problems by using information from simple charts, picture graphs and number sentences. 					
	MEASUREMENT AND GEOMETRY						
14 ITEMS 22%	1.0	<i>Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:</i>					
1	1.1	<ul style="list-style-type: none"> I can measure the length of objects in nonstandard or standard units. 					
1	1.2	<ul style="list-style-type: none"> I can use different units to measure the same object. I can predict if the measurement will be greater or smaller when I use a different unit to measure. 					
3	1.3*	<ul style="list-style-type: none"> I can measure the length of an object to the nearest inch and/or centimeter. 					
2	1.4	<ul style="list-style-type: none"> I can tell time to the nearest quarter hour. I know the time relationships including: minutes in an hour, days in a month, weeks in a year. 					
1	1.5	<ul style="list-style-type: none"> I can figure how many hours will pass between two times. Example: From 11:00 am to 4:00 pm is 5 hours. 					
	2.0*	<i>Students identify and describe the attributes of common figures in the plane and of common objects in space:</i>					
3	2.1*	<ul style="list-style-type: none"> I can describe both plane and solid geometric shapes (including the <i>sphere</i> and <i>cube</i>). I can group these plane and solid geometric shapes by the number and shape of <i>faces</i>, <i>edges</i> and <i>vertices</i>. 					
3	2.2*	<ul style="list-style-type: none"> I can put shapes together and take them apart to make other shapes. (Example: I can use two congruent right triangles to make a rectangle.) 					

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Standards Being Tested	SECOND GRADE-MATH (cont)		Check for Progress 1	Check for Progress 2	Check for Progress 3	Check for Progress 4	Check for Progress 5
7 ITEMS 11%	STATISTICS, DATA, ANALYSIS AND PROBABILITY						
	1.0*	<i>Students collect numerical data and record, organize, display an interpret the data on bar graphs and other representations:</i>					
2	1.1	<ul style="list-style-type: none"> I can make charts or use other systems to keep track of what has been counted. 					
2	1.2	<ul style="list-style-type: none"> I can use different kinds of charts or graphs to show the same information, including using <i>bar graphs</i> and <i>charts with tallies</i>. 					
2	1.3	<ul style="list-style-type: none"> I can find and show the parts of number groups (range and mode). 					
1	1.4	<ul style="list-style-type: none"> I can ask simple questions about information shown in graphs and charts. I can answer simple questions about information shown in graphs and charts. 					
	2.0*	<i>Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:</i>					
NA***	2.1	<ul style="list-style-type: none"> I know when I see a linear pattern (Examples: 4, 8,12, , , ; or the number of ears on one horse, two horses, three horses, four horses). I can describe the pattern. I can predict what the next item should be in a pattern. 					
	2.2	<ul style="list-style-type: none"> I can solve problems involving simple number patterns. 					
Embedded	MATHEMATICAL REASONING						
Embedded	1.0	<i>Students make decisions about how to set up a problem:</i>					
Embedded	1.1	<ul style="list-style-type: none"> I can figure out how to start to set up a problem. I can list the tools and materials I will need to solve the problem. I can decide what solution ideas (act it out, make a chart, etc.) to use. 					
Embedded	1.2	<ul style="list-style-type: none"> I use tools, such as objects or sketches, to act out or draw problems. 					
Embedded	2.0	<i>Students solve problems in reasonable ways and justify their reasoning:</i>					
Embedded	2.1	<ul style="list-style-type: none"> I can tell why I used the solution I did and the steps I took. 					
Embedded	2.2	<ul style="list-style-type: none"> I know how to make accurate math calculations. I know how to check my answers to see if they make sense. 					
Embedded	3.0	<i>Students note connections between one problem and another.</i>					
65 ITEMS	MATH TOTAL						

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