Second Grade Math Checklist

Name_____ Teacher_____

For each student, indicate his or her level of achievement quarterly using the key below. Leave blank if not taught during the specific quarter.

A (Advanced) indicates mastery; the student will need virtually no review of the skill or concept.
P (Proficient) indicates that the student will need minimal review of the skill or concept.
B (Basic) indicates that the student will need substantial review of the skill or concept.
BB (Below Basic) indicates that the student will need to be re-taught the skill or concept.

Standards/Indicators	1st quarter	2n quarter	3rd quarter	4th quarter
2.1 Numbers, Number Systems and Number Relationships				
A. Count using whole numbers (to 1,000) by 1's, 2's, 3's, 5's, 10's, 25's.				
B. Using concrete objects to identify a mixed number as a whole and parts.				
C. Represent equivalent forms of a whole number using concrete objects, drawings and word names.				
D. Use drawings, diagrams or models to show the concept of fraction as part of a whole (1/6, 1/8).				
E. Count, compare and make change using a collection of coins up to one dollar.				
1. Count a given amount of money. Record total using decimal, dollar and cent sign.				
F. Identify odd and even numbers on the hundred's board.				
G. Use concrete objects to count, order and group up to 1000.				
H. Demonstrate understanding of one-to-one correspondence.				
I. Demonstrate an understanding of place-value using base 10 blocks to 1,000.				
1. Write numbers in standard and expanded form with place values depicting 1's, 10's and 100's.				
J. Estimate quantities to the nearest 10's and 100's places.				
1. Round numbers to the nearest 10.				
K. Describe the inverse relationship between addition and subtraction.				
L. Add and subtract two-digit numbers mentally without regrouping.				
M. Master Multiplication facts from 0, 1, 2, 5, 10, and 11				

2.2 Computation and Estimation				
A. Apply addition and subtraction in everyday situations using concrete objects**.**				
B. Add 3 two-digit numbers with and without regrouping.				
1. Subtract two-digit numbers with and without renaming.				
C. Use repeated subtraction to demonstrate concept of multiplication				
D. Use repeated subtraction to demonstrate concept of division				
E. Use rounding to the nearest 10 to estimate answers.				
F. Use estimation to determine reasonableness of answers to addition and subtraction problems up to 100.				
G. Orally or in writing explain and describe the computation process in regrouping.				
2.3 Measurement and Estimation				
A. Compare measurable characteristics of different objects on the same dimensions (time, temperature, area, length, weight, perimeter).				
B. Measure and record the length, temperature and weight of familiar object to the nearest 1/2", cm, 2°s, pound or kilogram				
C. Project the date(s) for the following week.				
D. Read and represent time to the nearest half-hour and in 5- minute intervals.				
E. Choose an appropriate unit of measurement.				
F. Use concrete objects to determine area and perimeter.				
G. Estimate and measure objects to the nearest inch or centimeter.				
H. Describe the different attributes of an object and how it can be measured (e.g., time, temperature, area, length, weight, and perimeter).				
2.4 Mathematical Reasoning and Connections				
A. Verify and explain predictions about quantity, size, and shape of objects.				
B. Use measurement in everyday situations to measure to the nearest pound, kilogram, 2°, 1/2".				
2.5 Mathematical Problem Solving and Communication				
A. Select appropriate problem solving strategy (e.g., guess and check, working backwards) to solve problem.				
B. Describe what information is needed to solve a problem.				
C. Select and use an appropriate method, materials, and strategy to solve equations using mental math, paper and pencil, or concrete objects.				
2.6 Statistics and Data Analysis				
A. Gather, organize and display data using pictures, tallies, charts, bar graphs, and pictographs.				
B. Answer questions based on data from graphs.				
C. Use a chart or table that displays data over time and predict what conditions will change the data.				
D. State an opinion on whether a given statement is reasonable based on a comparison to data.				

2.7 Probability and Predictions				
A. Predict the likelihood of an event and verify the prediction.				
B. Identify a spinner which is fair or unfair and explain why.				
C. Describe the possible results of an experiment.				
D. Collect and describe data using concepts of largest, smallest, most often, least often, and middle.				
2.8 Algebra and Functions				
A. Identify, describe, extend, and replicate patterns based on shape, size, color or sound.				
B. Solve number sentences using concrete objects and symbols (**+, -, =).**				
C. Use manipulatives to determine a missing addend in a number sentence.				
D. Demonstrate, solve, and describe story problems using addition or subtraction equations.				
E. Use concrete objects and other methods to solve addition or subtraction number sentences.				
F. Describe a repeating pattern and be able to extend it.				
G. Organize and compare data using bar graphs, tallies, and/or pictographs.				
H. Identify and interpret data shown in tables and charts.				
I. Use concrete objects to demonstrate function rule (e.g., input— output).				
J. Locate points on a simple grid.				
K. Identify the missing symbol (+, -, =, >, <) that makes the number sentence true.				
2.9 Geometry				
A. Identify and label two-dimensional shapes.				
B. Construct and reproduce a two-dimensional shape (e.g., geoboard, dot paper).				
C. Draw two-dimensional geometric shapes (e.g., hexagon, rhombus).				
D. Name and describe two-dimensional geometric figures in real life.				
E. Combine shapes to create new shapes by using concrete objects or drawings.				
2.10 Trigonometry				
A. Identify and give examples of right angles in real life objects.				
B. Model right angles and right triangles using concrete objects.				
2.11 Concepts of Calculus				
A. Order whole numbers from least to greatest to 1,000.				
B. Identify least and greatest values represented in bar graphs and pictographs.				
C. Categorize rates of change as faster and slower.				
D. Identify and extend a pattern of numbers or objects (corresponds to Standard 2.8.3.A).				