PSST: Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

Content: Please indicate the learning progressions for the PSST as related to each score.

Activities: Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

Evidence (A&E): Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST #1 **2.NBT.1 Numbers & Operations in Base Ten**		SUBJECT: Math	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	The student will: (a)Apply their understanding of how a bundle of 10 hundreds equal a thousand. (b)Understand the following as special cases: The numbers 1000, 2000, 3000, 4000, 5000, 6000, 7000, 8000, 9000 refer to one, two, three, four, five, six, seven, eight, or nine thousands and 0 hundreds 0 tens 0 ones.) Or Apply bundles of 100s, 10s, 1s in real life scenarios. I can: • use my place value knowledge to determine the value of larger numbers. Or • apply bundles of 100s, 10s, 1s in real life scenarios.	• Represent whole numbers beyond 1000	• CFAs • Quick Checks • Observation • Performance Checklists
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	**The student will:** **Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones. e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.** • **(a) 100 can be thought of as a bundle of ten tens -- called a "hundred."** • **(b) Understand the following as special cases: 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 0 ones.)** I can: • explain what the three digits of a three-digit number represent. • determine the value of digits in a three-digit number.	• I have, Who has game • Base Ten Blocks/ Place value discs • Base Ten Picture blocks • Number bonds • Place value mats to decompose 3 digit numbers • Bundle 10s to make hundreds	• CFAs • Quick Checks • Observation • Performance Checklists
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	The student will: • Understand vocabulary such as digit and bundles. • Identify and represent ones and tens. Understand that bundles of 10 ones equals 1 ten. I can: • the digits--ones and tens. • read numbers to 100. • write numbers to 100 numerically.	• Interactive notebook • Base Ten Blocks • Identify tens and ones • Complete hundreds chart • Number puzzles	• CFAs • Quick Checks • Observation • Performance Checklists
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

PSST #2: **2.NBT.3a Numbers & Operations in Base Ten**		SUBJECT: Math	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	The student will Apply my understanding of how to count, read, write numbers greater than 1000 using number names, and expanded form to demonstrate understanding. I can: • count, read, write numbers greater than 1000 using number names and expanded form. • prove why it is important to count, read and write numbers to 1000 and beyond.	• Count, read, write greater than 1000	• CFAs • Quick Checks • Observation • Performance Checklists
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: **Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.** I can: • read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	• Graphic organizer • Interactive notebooks • Base-ten blocks • Dice game • Turn a number from one form to another form eg. Standard form to expanded form, etc.	• CFAs • Quick Checks • Observation • Performance Checklists
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	The student will: Recognize or recall specific vocabulary, such as: • base-ten numeral • digit • expanded form • number name (word form) Read and write numbers to 100 using base-ten numeral, number names, and expanded form. I can: • read and write numbers to 100 using base-ten numerals, number names, and expanded form.	• Graphic organizer • Interactive notebooks • Base-ten blocks • Dice game • Turn a number from one form to another form eg. Standard form to expanded form, etc.	• CFAs • Quick Checks • Observation • Performance Checklists
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

PSST #3 **2.NBT.7 B Numbers & Operations in Base Ten**		SUBJECT: Math	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	The student will: Add and subtract up to 1000 and beyond and explain the strategy used. or Analyze and evaluate the accuracy of a solved problem. or Show two different strategies to solve one problem. I can: • add and subtract up to 1000 and beyond and explain the strategy used. or • analyze and evaluate the accuracy of a solved problem. or • show two different strategies to solve one problem.	• Use strategies to add and subtract beyond 1000 • Use reasoning skills to analyze an answers accuracy	• CFAs • Quick Checks • Observation • Performance Checklists
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: **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.** I can: • fluently add and subtract within 1000 using more than one strategy.	• Use concrete models or drawing (manipulatives) • Standard algorithm • Expanded form addition and subtraction • Singapore Math	• CFAs • Quick Checks • Observation • Performance Checklists
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	The student will: Add and subtract within 100 using more than one strategy (Fact families, counting up and counting down, using number line, etc.) Recognize or recall terminology such as: add, subtract, sum, difference, total, digit, place value, and symbols (+, -, =). I can: • add and subtract within 100 using more than one strategy.	• Fact families • Counting up/down • Number lines • Interactive notebooks	• CFAs • Quick Checks • Observation • Performance Checklists

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST # 4 2.MD.A1 Measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter stick and measuring tape.		SUBJECT: Math	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	The students will In addition to Score 3.0 performance, in-depth inferences and application that go beyond what was taught. Students will prove why a specific measurement tool is used to measure an object. I can: • prove why a measuring tool is appropriate to use.	• **Measure Bingo** • Can you find something that is about twice as long as it is high? What is the exact measurement? • What 3 items can you find that when placed end to end will equal the same length as your height • Using a scale to measure distances on a map.	• CFA • Observations (student led) Projects/presentations
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	•	•
3.0	The student will: **measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter stick and measuring tape.** I can: • measure the length of objects using appropriate tools.	• Measurement, Scavenger Hunt:(in the classroom, in the playground. • Interactive notebooks. • Measure a round object. • Ruler, yardstick, measuring tape.	• CFA • Interactive notebooks • Quick checks • Observations • Singapore Math Unit 3
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	•	•
2.0	The student will: • recognize or recall specific vocabulary, such as: o measure, centimeter, inch, feet, yard, meter, rules, yardstick, measuring tape, length. I can: • use a non-standard form of measurement to measure. • identify the starting point to measure appropriately. • compare/identify bigger and smaller objects.	• Sorting, sizes of objects. (lengths, and width.) • Paper Clip (non-standard) • Show the beginning part • Make observation of measuring tools.	• CFA • Quick checks • Exit Tickets • Observations
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		

0.0	Even with help, no understanding or skill demonstrated.		

PSST #5 2.MD.8 Solve word problems involving money		SUBJECT: Math	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	The student will: Create and solve real world problems involving money. I can: • create and solve real world problems involving money.	• Create and solve word problems • Get the Goof	• CFA • Singapore Math lesson • observations • quick checks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	•	•
3.0	The student will: • **solve word problems involving dollar bills, quarter, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.** I can: • solve word problems involving money and use the dollar and cent sign appropriately.	• Investigate money world problems and draw conclusions on how to solve the problems with or without manipulatives.	• CFA • Singapore Math Unit 8 • observations • quick checks
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	•	•
2.0	The student will: • recognize or recall terminology such as: value, amount, pennies, nickels, dimes, quarters, cents, dollar bills, $ and ¢ • identify the decimal point (.) $ and ¢ symbols • recognize or recall the value of dollar bills, quarters, dimes, nickels and pennies, • count sets of money to find the total amount • add or subtract different amounts of money to determine the total or remaining value with and without regrouping • skip count by 5's, 10's, 25's, 100's I can • identify, add, and subtract different coin values.	• Recognize or recall the value of dollar bills, quarters, dimes, nickels and pennies, • Count sets of money to find the total amount • Add or subtract different amounts of money to determine the total or remaining value	• CFA • Singapore Math Lesson • observations • quick checks
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		

0.0	Even with help, no understanding or skill demonstrated.		

PSST #6 2.MD.7 Telling and writing time		SUBJECT: Math	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	The student will: • In addition to Score 3.0, in-depth inferences and application that go beyond what was taught. • Apply concepts about time from analog and digital clocks to the nearest five minutes, or minute, using a.m., and p.m. to evaluate the accuracy of a scenario. I can: • apply what I know about telling time to real world scenarios.	• Analyze a problem with a clock time presented by a teacher to determine if the analog and digital clock match. Explain your answer • Solve and explain a problem including telling time to the nearest 5 minutes. • Tell and write time to the minute.	• CFA • Q&A
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	•	•
3.0	The student will: **Tell and write time from analog and digital clocks to the nearest five minutes, using a.m., and p.m.** I can: • tell and write time from an analog and digital clock to the nearest five minutes.	• Cite evidence using the hour and minute hand to draw conclusions of an analog clock's time. • Construct an analog clock to match a digital clock or vice versa. • Write time when instructed by teacher (Time Race) • Use content cues to identify a.m. and p.m. scenarios	• CFA • Clock Art • Exit Ticket • Quick Check • Student Conversation • Team Talk • Singapore Math Unit 10
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	•	•
2.0	The student will: • Recognize or recall specific terminology, such as: analog, digital, clock, minute, hour, face, hand, a.m., p.m., o'clock • Perform basic processes, such as: o Identify the hour hand and minute hand on analog clock o Identify and differentiate an analog clock and a digital clock o Skip count by 5's I can: • identify the parts of a clock.	• Model the different hands with their bodies in a time song • Use and identify an analog clock to match the times presented by the teacher • Find the hour hand, minute, hand, colon, hour side, minute side.	• CFA • Matching/ labeling work • Quick Check

	• I can differentiate analog and digital clock.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST #7 2.OA.C.4 Arrays		SUBJECT:	GRADE:
Score	Content	Activities	Evidence (A&E)
4.0	The student will: • In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. • Apply concepts of organizing objects in rows and/or columns to create equations. I can: • apply concepts of organizing objects in rows and/or columns to create equations.	• Design rows and columns to create an equation based on their organization. • Multiplication	• CFA • Student example
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	•	•
3.0	The student will: • **use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns** • **write an equation to express the total as a sum of equal addends.** I can: • write equations using rectangular arrays.	• Investigate how to add by assessing objects in rows and columns • Cite evidence of models for their equations • Model an array and see how it will change if we add a row/column or take a row/column away	• CFA • Quick Check/ Exit Ticket • Array Models • Singapore Math Unit 4, 5 and 7
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	•	•
2.0	Prerequisites: • recognize or recall specific terminology, such as: row, column, add, repeated addition, sum, addends • perform basic processes, such as: o add single digits o distinguish rows from columns o understand and model numeric value I can: • understand and model numbers.	• Construct rows and/or columns of objects using manipulatives directed by the teacher • Interpret rows and/or columns of objects into a numeric value that will be added	• CFA • Quick Check/ Exit Ticket • Observation
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST #8 2.OA.1A		SUBJECT: Math	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	The students will: • apply knowledge of solving a two-step problem to decompose and solve a three step problem or • create a two-step word problem and solve it. I can: • use what I know to solve a two-step problem to decompose and solve a three step problem or • create a two-step word problem and solve it.	• Bar model strategies • CUBES (Circle the important number, Underline the question, Box the important words, Evaluate and eliminate unnecessary information, Solve and double check your work)	• CFAs • Quick Checks • Observation • Performance Checklists
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: **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.** I can: • Use strategies to solve one and two-step word problems within 100.	• Model and practice • Bar model strategies • CUBES (Circle the important number, Underline the question, Box the important words, Evaluate and eliminate unnecessary information, Solve and double check your work) • Singapore Math Lesson 2	• CFAs • Quick Checks • Observation • Performance Checklists
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	The student will: Add and subtract within 100. (eg. 204 + ___ = 437) I can: • add and subtract within 100.	• Model and practice • Drill • Worksheets • Interactive notebooks	• CFAs • Quick Checks • Observation • Performance Checklists
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		