|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Grading Period** | | | | | |
|  | * 1st | * 2nd | * 3rd | * 4th | * 5th | * 6th |

| **Report. Cat # 1** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2.1.B use place value to read, write, and describe the value of whole numbers to 999 |  |  |  |  | 2.1.A use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways; |  |  |  |  |
| 2.1.C use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >). |  |  |  |  | 2.2.A use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less)\* |  |  |  |  |
| 2.3.A recall and apply basic addition and subtraction facts ( to 18); |  |  |  |  | 2.2.B use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less)\* |  |  |  |  |
| 2.3.C select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary\* |  |  |  |  | 2.2.C use concrete models to determine if a fractional part of a whole is closer to 0, ½, or 1. |  |  |  |  |
| 2.3.D determine the value of a collection of coins up to one dollar |  |  |  |  | 2.3.B model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers; |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 2.3.E describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins. |  |  |  |  |
| 2.4.A model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined\* |  |  |  |  |
| 2.4.B model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets\* |  |  |  |  |

| **Report. Cat # 2** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2.5.C use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as 8 + 9 = 17, 9 + 8 = 17, 17 – 8 = 9, and 17 – 9 = 8. |  |  |  |  | 2.5.A find patterns in numbers such as in a 100s chart\* |  |  |  |  |
| 2.6.C identify, describe, and extend repeating and additive patterns to make predictions and solve problems. |  |  |  |  | 2.5.B use patterns in place value to compare and order whole numbers through 999; and |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 2.6.A generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels; |  |  |  |  |
| 2.6.B identify patterns in a list of related number pairs based on a real-life situation and extend the list\* |  |  |  |  |

| **Report. Cat # 3** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2.7.A describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.\* |  |  |  |  | 2.8 use whole numbers to locate and name points on a number line\* |  |  |  |  |
| 2.7.B use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different\* |  |  |  |  | 2.7.C cut two-dimensional geometric figures apart and identify the new geometric figures formed. |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | |

| **Report. Cat # 4** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2.9.A identify concrete models that approximate standard units of length and use them to measure length\* |  |  |  |  | 2.9.B select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface; |  |  |  |  |
| 2.10.B read and write times shown on analog and digital clocks using five-minute increments |  |  |  |  | 2.9.C select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 2.9.D select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object. |  |  |  |  |
| 2.10.A read a thermometer to gather data; |  |  |  |  |
| 2.10.C describe activities that take approximately one second, one minute, and one hour. |  |  |  |  |

| **Report. Cat # 5** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2.11.B draw conclusions and answer questions based on picture graphs and bar-type graphs\* |  |  |  |  | 2.11.A construct picture graphs and bar-type graphs\* |  |  |  |  |
|  |  |  |  |  | 2.11.C use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons. |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | |

| **Process Standards (Underlying Processes and Mathematical Tools)** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- |
| 2.12.A identify the mathematics in everyday situations; |  |  |  |  |
| 2.12.B solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; |  |  |  |  |
| 2.12.C select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and |  |  |  |  |
| 2.12.D use tools such as real objects, manipulatives, and technology to solve problems. |  |  |  |  |
| 2.13.A explain and record observations using objects, words, pictures, numbers, and technology; and |  |  |  |  |
| 2.13.B relate informal language to mathematical language and symbols. |  |  |  |  |
| 2.14 justify his or her thinking using objects, words, pictures, numbers, and technology. |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |