Priority Standard #1: Represent and solve word problems involving addition and subtraction within 100 (2.OA.1). Fluently add and subtract within 20 (2.OA.2).

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| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| No evidence | Students can **accurately compute** the solution to problems that involve fluently adding and subtracting within 20. | **Meets all standards for 1 and:**  Students can accurately **model** representing and solving word problems involving addition and subtraction within 100; and fluently adding and subtracting within 20. | **Meets all standards for 2 and:**  Students can accurately **defend** **and** **explain** a solution path to types of problems involving representing and solving word problems involving addition and subtraction within 100; and fluently adding and subtracting within 20 using **appropriate mathematical vocabulary in context.** | **Meets all standards for 3 and:**  Students can accurately **apply** their knowledge of representing and solving word problems involving addition and subtraction within 100; and fluently adding and subtracting within 20 to **real-world problem-solving applications**. |
| Rigor/Relevance Framework | A: Acquisition | B: Application | C: Assimilation | D: Adaptation |
| Hattie, Fischer, and Frey Learning Currents | Surface | Surface/Deep | Deep | Transfer |
| Webb’s Depth of Knowledge | DOK 1: Recall & Reproduction | DOK 2: Skills & Concepts | DOK 3: Strategic Thinking | DOK 4: Extended Thinking |
| Bloom’s Taxonomy | Remember | Understand | Apply & Analyze | Evaluate & Create |
| SMP 1: Make sense of problems and persevere in solving them | X | X | X | X |
| SMP 2: Reason abstractly and quantitatively |  | X | X | X |
| SMP 3: Construct viable arguments and critique the reasoning of others |  |  | X | X |
| SMP 4: Model with Mathematics |  | X | X | X |
| SMP 5: Use appropriate tools strategically | X | X | X | X |
| SMP 6: Attend to precision | X | X | X | X |
| SMP 7: Look for and make use of structure | X | X | X | X |
| SMP 8: Look for and express regularity in repeated reasoning | X | X | X | X |

Priority Standard #2: Extend understanding of base-ten notation to the thousands place (2.NBT.1-4). Fluently add and subtract within 100 (2.NBT.5). Add within 1,000 and understand that when adding three-digit numbers, students add or subtract hundreds and hundreds, tens and tens, and ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| No evidence | Students can **accurately compute** the solution to types of problems involving fluently adding and subtracting within 100; and adding within 1,000. | **Meets all standards for 1 and:**  Students can accurately **model** extending understanding of base-ten notation to the thousands place; fluently adding and subtracting within 100; and adding within 1,000 and understanding that when adding three-digit numbers, students add or subtract hundreds and hundreds, tens and tens, and ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. | **Meets all standards for 2 and:**  Students can accurately **defend** **and** **explain** a solution path to types of problems involving extending understanding of base-ten notation to the thousands place; fluently adding and subtracting within 100; and adding within 1,000 and understanding that when adding three-digit numbers, students add or subtract hundreds and hundreds, tens and tens, and ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds using **appropriate mathematical vocabulary in context.** | **Meets all standards for 3 and:**  Students can accurately **apply** their knowledge of extending understanding of base-ten notation to the thousands place; fluently adding and subtracting within 100; and adding within 1,000 and understanding that when adding three-digit numbers, students add or subtract hundreds and hundreds, tens and tens, and ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds to **real-world problem-solving applications**. |
| Rigor/Relevance Framework | A: Acquisition | B: Application | C: Assimilation | D: Adaptation |
| Hattie, Fischer, and Frey Learning Currents | Surface | Surface/Deep | Deep | Transfer |
| Webb’s Depth of Knowledge | DOK 1: Recall & Reproduction | DOK 2: Skills & Concepts | DOK 3: Strategic Thinking | DOK 4: Extended Thinking |
| Bloom’s Taxonomy | Remember | Understand | Apply & Analyze | Evaluate & Create |
| SMP 1: Make sense of problems and persevere in solving them | X | X | X | X |
| SMP 2: Reason abstractly and quantitatively |  | X | X | X |
| SMP 3: Construct viable arguments and critique the reasoning of others |  |  | X | X |
| SMP 4: Model with Mathematics |  | X | X | X |
| SMP 5: Use appropriate tools strategically | X | X | X | X |
| SMP 6: Attend to precision | X | X | X | X |
| SMP 7: Look for and make use of structure | X | X | X | X |
| SMP 8: Look for and express regularity in repeated reasoning | X | X | X | X |

Priority Standard #3: Recognize the need for standard units of measure. Estimate lengths and use appropriate tools to measure the length of objects using standard units (2.MD.1-4). Relate addition and subtraction to length (2.MD.5-6).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| No evidence | Students can **accurately compute** the solution to problems involving estimating lengths and using appropriate tools to measure the length of objects using standard units. | **Meets all standards for 1 and:**  Students can accurately **model** recognizing the need for a standard unit of measure; estimating lengths and using appropriate tools to measure the length of objects using standard units; and relate addition and subtraction to length. | **Meets all standards for 2 and:**  Students can accurately **defend** **and** **explain** a solution path to types of problems involving recognizing the need for a standard unit of measure; estimating lengths and using appropriate tools to measure the length of objects using standard units; and relate addition and subtraction to length using **appropriate mathematical vocabulary in context.** | **Meets all standards for 3 and:**  Students can accurately **apply** their knowledge of types of problems involving recognizing the need for a standard unit of measure; estimating lengths and using appropriate tools to measure the length of objects using standard units; and relate addition and subtraction to length to **real-world problem-solving applications**. |
| Rigor/Relevance Framework | A: Acquisition | B: Application | C: Assimilation | D: Adaptation |
| Hattie, Fischer, and Frey Learning Currents | Surface | Surface/Deep | Deep | Transfer |
| Webb’s Depth of Knowledge | DOK 1: Recall & Reproduction | DOK 2: Skills & Concepts | DOK 3: Strategic Thinking | DOK 4: Extended Thinking |
| Bloom’s Taxonomy | Remember | Understand | Apply & Analyze | Evaluate & Create |
| SMP 1: Make sense of problems and persevere in solving them | X | X | X | X |
| SMP 2: Reason abstractly and quantitatively |  | X | X | X |
| SMP 3: Construct viable arguments and critique the reasoning of others |  |  | X | X |
| SMP 4: Model with Mathematics |  | X | X | X |
| SMP 5: Use appropriate tools strategically | X | X | X | X |
| SMP 6: Attend to precision | X | X | X | X |
| SMP 7: Look for and make use of structure | X | X | X | X |
| SMP 8: Look for and express regularity in repeated reasoning | X | X | X | X |