

MORGAN HILL, MATH Benchmark Assessments, 2010-2011, 2nd Grade

Order	Standard	Description	CST ?	y Asses
1	NS1.1	Count, read, and write whole numbers to 1,000 and identify the place value for each digit.	3	Y
2	NS1.2	Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$ ) to represent numbers (to 1,000).	1	
3	NS1.3	Order and compare whole numbers to 1,000 by using the symbols $<$ , $=$ , $>$ .	4	Y
4	NS2.1	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$ ) to solve problems and check solutions.	2.5	
5	NS2.2	Find the sum or difference of two whole numbers up to three digits long.	4	Y
6	NS2.3	Use mental arithmetic to find the sum or difference of two two-digit numbers.	0	
7	NS3.1	Use repeated addition, arrays, and counting by multiples to do multiplication.	2	
8	NS3.2	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.	3	Y
9	NS3.3	Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.	3	Y
10	NS4.1	Recognize, name, and compare unit fractions from $1/12$ to $1/2$ .	3	Y
11	NS4.2	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).	3	Y
12	NS4.3	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.	3	Y
13	NS5.1	Solve problems using combinations of coins and bills.	3	Y
14	NS5.2	Know and use the decimal notation and the dollar and cent symbols for money.	3	Y
15	NS6.1	Recognize when an estimate is reasonable in measurements (e.g., closest inch).	0.5	
16	AF1.1	Use the commutative and associative rules to simplify mental calculations and to check results.	4	Y
17	AF1.2	Relate problem situations to number sentences involving addition and subtraction.	1	
18	AF1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	1	
19	MG1.1	Measure the length of objects by iterating (repeating) a nonstandard or standard unit.	1	
20	MG1.2	Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.	1	
21	MG1.3	Measure the length of an object to the nearest inch and/or centimeter.	3	Y
22	MG1.4	Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).	2	
23	MG1.5	Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).	1	
24	MG2.1	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.	3	Y
25	MG2.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).	3	Y
26	SDAP1.1	Record numerical data in systematic ways, keeping track of what has been counted.	2	
27	SDAP1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).	2	
28	SDAP1.3	Identify features of data sets (range and mode).	2	
29	SDAP1.4	Ask and answer simple questions related to data representations.	1	

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30	SDAP2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 . . . ; the number of ears on one horse, two horses, three horses, four horses).	0	
31	SDAP2.2	Solve problems involving simple number patterns.	0	

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