

This checklist is a suggested guideline.

2ND GRADE MATHEMATICS CHECKLIST

Goals 6 – 10

Illinois Learning Standards A – F

Performance Descriptors

NUMBERS

- _____ Count with understanding, including counting from any number by 2's and 10's
- _____ Demonstrate an understanding of place value and the base-ten number system through the 1000's
- _____ Demonstrate numeric relationships using comparison notation with $<$, $>$, or $=$ symbols
- _____ Use cardinal and ordinal numbers appropriately
- _____ Demonstrate an understanding of the concept of odd or even numbers
- _____ Describe parts of a set using $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$
- _____ Represent, order, label, and compare unit fractions using concrete materials
- _____ Solve two-step addition and subtraction number sentences and word problems
- _____ Connect repeated addition to multiplication
- _____ Demonstrate fluency with basic addition and subtraction facts
- _____ Explain and use mental math strategies to solve simple addition and subtraction problems
- _____ Estimate sums and differences of one- or two-digit numbers
- _____ Determine situations where exact numbers or estimates are appropriate
- _____ Use a calculator to solve addition and subtraction problems
- _____ Compare unit fractions, using manipulatives, to solve problems

MEASUREMENT

- _____ Identify the type of measure (e.g., weight, height, volume, temperature) for each measurable attribute
- _____ Measure objects using standard units
- _____ Order events chronologically
- _____ Tell time using an analog clock

This checklist is a suggested guideline.

- _____ Describe relationships within units of time, money, and length (e.g., 12 inches in a foot)
- _____ Count, compare, and order sets of unlike coins
- _____ Show equivalent amounts of money
- _____ Demonstrate and explain making change using manipulatives
- _____ Estimate elapsed time of a given task
- _____ Estimate standard measurements of length, weight, and capacity
- _____ Estimate the amount of money needed to make purchases
- _____ Select an appropriate unit and tool for measurement
- _____ Demonstrate an understanding of perimeter and area of real objects
- _____ Solve problems using money and time

VARIABLES AND PATTERNS

- _____ Sort, classify, and order objects by multiple properties
- _____ Recognize, describe, create, and extend geometric and numeric patterns
- _____ Extend numeric patterns involving addition and/or subtraction (e.g., 1,3,5.... what are the next two terms?)
- _____ Change patterns by manipulation of concrete materials
- _____ Describe missing units in a pattern
- _____ Describe and compare quantitative change (e.g., student grows two inches in one year)
- _____ Solve word problems involving unknown quantities
- _____ Apply the relationship of addition and subtraction families to solve for an unknown quantity

ALGEBRA

- _____ Solve problems and justify solutions using patterns

GEOMETRY

- _____ Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes (e.g., put two triangles together to make a quadrilateral)

This checklist is a suggested guideline.

- _____ Demonstrate an understanding of direction and distance in navigating space, and apply concepts of direction and distance (e.g., nearer/farther)
- _____ Perform translations (slides), reflections (flips), and rotations (turns) with concrete objects
- _____ Create and complete shapes that have line symmetry
- _____ Identify objects that are congruent
- _____ Compare and contrast attributes of two- or three-dimensional objects using appropriate vocabulary
- _____ Justify an extension of a pattern

DATA ANALYSIS

- _____ Organize and interpret simple data displays such as pictographs, tallies, table, and bar graphs
- _____ Make predictions from simple data
- _____ Gather data by creating and using interview questions

PROBABILITIES

- _____ Identify likely, unlikely, and impossible probability events
- _____ Display results of probability events in order to make predictions of the future events