Performance Level Descriptors

Mathematics

Grade 2

Performance Level Descriptors (PLDs)				
	Level 1	**Level 2**	**Level 3**	**Level 4**
Policy Statement	The student has a minimal understanding of grade-level standards and needs additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.
The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.				
Operations and Algebraic Thinking				
2.OA.1 2.OA.2 2.OA.2a 2.OA.3 2.OA.3a 2.OA.4 2.OA.4a 2.OA.5	**A student at this level** • solves one-step word problems using addition within 100; • identifies the number of objects in a group as odd or even up to 10; • counts the number of objects in an array; and	**A student at this level** • solves one-step word problems using addition and subtraction within 100; • identifies the number of objects in a group as odd or even up to 20; • uses addition to find the number of objects in a rectangular array with up to 5 rows and 5 columns; and	**A student at this level** • solves two-step word problems using addition and subtraction within 100; • identifies the number of objects in a group as odd or even up to 20 and expresses even numbers with an equation with two equal addends; • uses addition to find the number of objects in a rectangular array with up to 5 rows and 5 columns and expresses the total as an equation with equal addends; and	**A student at this level** • justifies the steps taken to solve a two-step word problem using addition and subtraction within 100; • explains why a number is even or odd; • uses addition to find the number of objects in a rectangular array and expresses the total as two different equations with equal addends; and

	• creates a pattern or sequence.	• extends a pattern or sequence one additional term.	• extends a pattern or sequence more than one additional term.	• describes patterns and sequences using a rule.
Operations with Numbers: Base Ten				
2.NBT.6 2.NBT.6a 2.NBT.7 2.NBT.8 2.NBT.9 2.NBT.10 2.NBT.11 2.NBT.12 2.NBT.12a 2.NBT.13 2.NBT.14	**A student at this level** • applies an understanding of the place values of tens and ones in order to read and write numbers, • counts within 1,000 by 1s, and • adds and subtracts within 100 when no regrouping is necessary.	**A student at this level** • applies an understanding of the place values of hundreds, tens, and ones in order to read and write numbers; • counts within 1,000, including skip counting by 10s; • adds and subtracts within 1,000 using concrete models; and • adds three two-digit numbers.	**A student at this level** • applies an understanding of the place values of hundreds, tens, and ones in order to read, write, and compare numbers; • counts within 1,000, including skip counting by 5s, 10s, and 100s; • adds and subtracts within 1,000 using concrete models, including composing and decomposing tens or hundreds; • explains how addition and subtraction strategies based on place value and the properties of operations work; and • adds four two-digit numbers.	**A student at this level** • justifies why two forms of the same number are equivalent; • counts within 1,000, starting with any number, including skip counting by 5s; • justifies how addition and subtraction strategies based on place value and composing and decomposing work; and • explains how to add four two-digit numbers together.

Data Analysis				
2.DA.15 2.DA.15a 2.DA.16 2.DA.16a 2.DA.16b	**A student at this level** • represents data with picture graphs or bar graphs.	**A student at this level** • represents data with line plots, picture graphs, and bar graphs.	**A student at this level** • represents and analyzes data using various data displays and solves one-step problems involving bar graphs.	**A student at this level** • predicts outcomes after analyzing data in various data displays and solves two-step problems involving bar graphs.
Measurement				
2.M.17 2.M.18 2.M.19 2.M.20 2.M.21 2.M.22 2.M.23 2.M.23a 2.M.24 2.M.24a 2.M.24b 2.M.24c	**A student at this level**	**A student at this level** • measures the lengths of objects that are aligned to a ruler that is in a fixed position; • uses addition and subtraction, within 100, to find the difference in length of two objects; • uses a number line to represent whole-number lengths;	**A student at this level** • estimates or measures the lengths of objects using appropriate tools; • measures to compare the length of one or more objects or determines the difference in lengths of two objects, including measurements with units of different lengths; • uses addition and subtraction, within 100, to solve word problems involving length using drawings and equations that include unknowns; • uses a number line to represent whole-number lengths and addition and subtraction of whole-number lengths;	**A student at this level** • explains the relationship between the length of an object and the length of the unit used to measure the object;

	• tells and writes time to the nearest fifteen minutes and • identifies nickels and quarters by name and value.	• tells and writes time to the nearest ten minutes; and • finds the value of a collection of quarters, dimes, nickels, and pennies.	• tells and writes time to the nearest five minutes; and • solves one-step word problems involving quarters, dimes, nickels, and pennies.	• solves problems involving telling time; and • solves two-step word problems involving dollar bills, quarters, dimes, nickels, and pennies.
Geometry				
2.G.25 2.G.25a 2.G.26 2.G.27 2.G.27a	**A student at this level** • identifies triangles and quadrilaterals and • counts the total number of squares in a rectangle partitioned into same-size squares.	**A student at this level** • identifies triangles, quadrilaterals, pentagons, hexagons, and cubes, • partitions a rectangle into two or four same-size squares, and • partitions squares and rectangles into equal shares and describes sections of the partitioned object using halves, thirds, or fourths.	**A student at this level** • recognizes and draws shapes based on specified attributes; • partitions a rectangle into same-size squares and counts the total number of same-size squares; • partitions circles and rectangles into equal shares and describes sections of the partitioned object using halves, thirds, or fourths; and • recognizes the whole as two halves, three thirds or four fourths where the partitions are not the same shape.	**A student at this level** • identifies common attributes a group of shapes share and • justifies why two parts of the same whole are equal even if they are not the same shape.

