Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Second Grade Math OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

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| **OAS****Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** |
| **1** | **2** | **3** | **4** |
| 2.N.1.1 | Read, write, discuss, and represent whole numbers up to 1,000. Representations may include numerals, words, pictures, tally marks, number lines and manipulatives. |  |  |  |  |
| 2.N.1.2 | Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 100. |  |  |  |  |
| 2.N.1.3 | Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1,000 is 10hundreds. |  |  |  |  |
| 2.N.1.4 | Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number. |  |  |  |  |
| 2.N.1.5 | Recognize when to round numbers to the nearest 10 and 100. |  |  |  |  |
| 2.N.1.6 | Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., 425 > 276, 73 < 107, page 351 comes after page 350, 753 is between 700 and 800). |  |  |  |  |
| 2.N.2.1 | Use the relationship between addition and subtraction to generate basic facts up to 20. |  |  |  |  |
| 2.N.2.2 | Demonstrate fluency with basic addition facts and related subtraction facts up to 20. |  |  |  |  |
| 2.N.2.3 | Estimate sums and differences up to 100. |  |  |  |  |
| 2.N.2.4 | Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. |  |  |  |  |
| 2.N.2.5 | Solve real-world and mathematical addition and subtraction problems involving whole numbers up to 2 digits. |  |  |  |  |
| 2.N.2.6 | Use concrete models and structured arrangements, such as repeated addition, arrays and ten frames to develop understanding of multiplication. |  |  |  |  |
| 2.N.3.1 | Identify the parts of a set and area that represent fractions for halves, thirds, and fourths. |  |  |  |  |
| 2.N.3.2 | Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths. |  |  |  |  |
| 2.N.4.1 | Determine the value of a collection(s) of coins up to one dollar using the cent symbol. |  |  |  |  |
| 2.N.4.2 | Use a combination of coins to represent a given amount of money up to one dollar. |  |  |  |  |
| 2.A.1.1 | Represent, create, describe, complete, and extend growing and shrinking patterns with quantity and numbers in a variety of real-world and mathematical contexts. |  |  |  |  |
| 2.A.1.2 | Represent and describe repeating patterns involving shapes in a variety of contexts. |  |  |  |  |
| 2.A.2.1 | Use objects and number lines to represent number sentences. |  |  |  |  |
| 2.A.2.2 | Generate real-world situations to represent number sentences and vice versa. |  |  |  |  |
| 2.A.2.3 | Apply commutative and identity properties and number sense to find values for unknowns that make number sentences involving addition and subtraction true or false. |  |  |  |  |
| 2.GM.1.1 | Recognize trapezoids and hexagons. |  |  |  |  |
| 2.GM.1.2 | Describe, compare, and classify two-dimensional figures according to their geometric attributes. |  |  |  |  |
| 2.GM.1.3 | Compose two-dimensional shapes using triangles, squares, hexagons, trapezoids, and rhombi. |  |  |  |  |
| 2.GM.1.4 | Recognize right angles and classify angles as smaller or larger than a right angle. |  |  |  |  |
| 2.GM.2.1 | Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. |  |  |  |  |
| 2.GM.2.2 | Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit. |  |  |  |  |
| 2.GM.2.3 | Explore how varying shapes and styles of containers can have the same capacity. |  |  |  |  |
| 2.GM.3.1 | Read and write time to the quarter-hour on an analog and digital clock. Distinguish between a.m. and p.m. |  |  |  |  |
| 2.D.1.1 | Explain that the length of a bar in a bar graph or the number of objects in a picture graph represents the number of data points for a given.category |  |  |  |  |
| 2.D.1.2 | Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s or 10s. |  |  |  |  |
| 2.D.1.3 | Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one. |  |  |  |  |
| 2.D.1.4 | Draw conclusions and make predictions from information in a graph. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.