

## SKILL-BASED MATH CHECKLIST Grade 2

Name of Student \_\_\_\_\_

Name of Teacher \_\_\_\_\_ Date Completed \_\_\_\_\_

Please evaluate the student's skills in math based on the Common Core Standards below.

List some of the student's **strengths** in the classroom in the area of math:

- 
- 
- 
- 

### Operations and Algebraic Thinking

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can find an unknown in an equation.				
Can represent an unknown with a symbol.				
Can solve two-step word problems.				
Can describe the strategies used to solve a word problem.				
Can mentally add numbers to 20.				
Can mentally subtract numbers to 20.				
Knows the sums of one-digit addition problems.				
Can tell if a number is odd or even by counting by twos.				
Can tell if a number is odd or even by pairing objects.				
Can use doubles facts to find an even number.				
Can write an equation to show an even sum of two equal addends.				
Can create an array.				
Can use an array to write an equation.				

### Number and Operations in Base Ten

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can identify the ones digit, tens digit, and hundreds digit in a three-digit number.				
Can identify the value of each digit.				
Can use manipulatives or a picture to show the ones, tens, and hundreds in a three-digit number.				
Can count by ones, fives, tens, or hundreds.				
Can create a continuing pattern by skip-counting.				
Can use manipulatives or a picture to help skip-count by fives, tens, or hundreds.				
Can use manipulatives or a picture to show how to skip-count by fives, tens, or hundreds.				
Can read numerals to 1,000.				
Can write numerals to 1,000.				
Can expand numerals to 1,000.				

### Number and Operations in Base Ten (cont.)

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can use symbols $<$ , $>$ , and $=$ to compare two three-digit numbers.				
Can use words, such as greater than, less than, and equal to, to compare two three-digit numbers.				
Can add numbers to 100 quickly and accurately.				
Can subtract numbers to 100 quickly and accurately.				
Can show how the properties are related.				
Can add up to four-digit numbers using many strategies.				
Can add numbers to 999 in many ways using a strategy, model, or drawing that makes sense to him/her.				
Can subtract numbers to 999 in many ways using a strategy, model, or drawing that makes sense to him/her.				
Can record his or her thinking.				
Can mentally add 10 or 100 to any number from 100-900 without counting.				
Can mentally subtract 10 or 100 from any number from 100-900 without counting.				
Can show, draw, or explain the strategies used to solve addition and subtraction problems.				

### Measurement and Data

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can use the correct measuring tool to measure lines and/or objects in both standard and metric units (inches, feet, centimeters, and meters).				
Can explain which measuring tool would be a good choice, depending on what I want to measure (rulers, yardsticks, meter sticks, or measuring tapes).				
Can measure the length of an object using different units.				
Can compare different units used to measure the length of a single object.				
Can estimate the length of an object in inches.				
Can estimate the length of an object in feet.				
Can estimate the length of an object in centimeters.				
Can estimate the length of an object in meters.				
Can find the difference between the lengths of two objects by measuring them using the same units.				
Can use addition to find unknown lengths in word problems.				
Can use subtraction to find unknown lengths in word problems.				
Can use a symbol to represent an unknown length in an equation.				
Can use mathematical tools/strategies, such as number lines, drawings, rulers, and equations to find an unknown length.				
Can show equally-spaced whole numbers on a number line.				
Can show how to add numbers between 0 and 100 on a number line.				
Can tell and write time to the nearest five minutes on different styles of clocks.				

Can use a.m. and p.m. when telling and writing time.				
--	--	--	--	--

**Measurement and Data (cont.)**

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can solve story problems by using dollar bills, quarters, dimes, nickels, and pennies.				
Can use the \$ and ¢ symbols when solving money problems.				
Can count different combinations of coins and bills.				
Can show many different ways to make the same value.				
Can measure length of objects.				
Can use many items to measure the same object.				
Can measure to the closest number on a line plot (ex., ruler, yardstick, measuring tape, etc.).				
Can create a picture graph with four different choices.				
Can create a bar graph with four different choices.				
Can solve problems by using information from a simple bar graph.				

**Geometry**

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can name and draw shapes for the given number of angles and facets.				
Can recognize and name triangles, quadrilaterals, pentagons, hexagons, and cubes.				
Can partition/divide a rectangle into equal squares.				
Can count the number of squares needed to fill a rectangle.				
Can figure out if a shape has been divided into equal or unequal parts.				
Can partition/divide circles and rectangles into two, three, or four equal parts.				
Can describe the whole as two halves, three thirds, or four fourths.				
Can partition/divide a square or rectangle into equal parts in different ways.				