





*Lake Elsinore Unified School District*  
**District Common Assessment Standards Schedule 2007-2008**  
**GRADE 2 MATHEMATICS**

(Based on the California State Standards CST Blueprints - adopted by the State Board of Education 10/02)

<b>Assessment Schedule:</b>		
 = Before October 31, 2007	 = Before February 14, 2008	
 = Before December 7, 2007	 = Before April 3, 2008	
CALIFORNIA CONTENT STANDARDS: GRADE 2	# of Items on CST	% of CST test
<b>By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.</b>		
<b>Number Sense</b>	<b>38</b>	<b>58%</b>
<b>Standard Set 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:</b>		
1.1* Count, read, and write whole numbers to 1,000 and identify the place value for each digit. <i>(through 100's only)</i>	<b>3</b>	
1.1* Count, read, and write whole numbers to 1,000 and identify the place value for each digit.	<b>3</b>	
1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1000).	<b>1</b>	
1.3* Order and compare whole numbers to 1,000 by using the symbols <, =, >.	<b>4</b>	
<b>Standard Set 2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:</b>		
2.1* 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.	<b>2 1/2**</b>	
2.2* Find the sum or difference of two whole numbers up to three digits long. <i>(no regrouping)</i>	<b>4</b>	

\* Key standards (*Mathematics Framework for California Public Schools*, chapter 3) comprise a minimum of 70% of the test

\*\* Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 1/3 = rotated every three years)

\*\*\* Not assessable in a multiple-choice format

Embedded: Content of standard is embedded within items in other strands.

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CALIFORNIA CONTENT STANDARDS: GRADE 2	# of Items on CST
2.2* Find the sum or difference of two whole numbers up to three digits long. <b>(including regrouping)</b>	4
2.3 Use mental arithmetic to find the sum or difference of two-digit numbers.	NA***
<b>Standard Set 3.0* Students model and solve simple problems involving multiplication and division:</b>	
3.1* Use repeated addition, arrays, and counting by multiples to do multiplication.	2
3.2* Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.	3
3.3* Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory. <b>(no word problems)</b>	3
3.3* Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory. <b>(including word problems)</b>	3
<b>Standard Set 4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:</b>	
4.1* Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$ .	3
4.1* Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$ .	3
4.2* Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).	3
4.3* Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.	3
<b>Standard Set 5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:</b>	
5.1* Solve problems using combinations of coins and bills. <b>(no dollars or quarters)</b>	3
5.1* Solve problems using combinations of coins and bills. <b>(including bills and all coins)</b>	3
5.2* Know and use the decimal notation and the dollar and cent symbols for money.	3

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CALIFORNIA CONTENT STANDARDS: GRADE 2	# of Items on CST	% of CST test
<b>Standard Set 6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:</b>		
6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).	1/2**	
<b>Algebra and Functions</b>	6	9%
<b>Standard Set 1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:</b>		
1.1* Use the commutative and associative rules to simplify mental calculations and to check results. (fact families: eg. 2+3= ___ + 2)	4	
1.1* Use the commutative and associative rules to simplify mental calculations and to check results.	4	
1.2 Relate problem situations to number sentences involving addition and subtraction.	1	
1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	1	
<b>Measurement and Geometry</b>	14	22%
<b>Standard Set 1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:</b>		
1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.	1	
1.2 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	
1.3* Measure the length of an object to the nearest inch and/or centimeter.	3	
1.3* Measure the length of an object to the nearest inch and/or centimeter.	3	
1.4 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	
1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).	1	

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CALIFORNIA CONTENT STANDARDS: GRADE 2	# of Items on CST	% of CST test
<b>Standard Set 2.0* Students identify and describe the attributes of common figures in the plane and of common objects in space:</b>		
2.1* 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	
2.1* 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	
2.2* 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	
2.2* 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	
<b>Statistics, Data Analysis, and Probability</b>	<b>7</b>	<b>11%</b>
<b>Standard Set 1.0* Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:</b>		
1.1 Record numerical data in systematic ways, keeping track of what has been counted.	2	
1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).	2	
1.3 Identify features of data sets (range and mode).	2	
1.4 Ask and answer simple questions related to data representations.	1	
<b>Standard Set 2.0* Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:</b>		
2.1 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).	NA***	

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<b>Mathematical Reasoning</b>	<b>Embedded</b>	
<b>Standard Set 1.0 Students make decisions about how to set up a problem:</b>		
1.1 Determine the approach, materials, and strategies to be used.	<b>Embedded</b>	
1.2 Use tools, such as manipulatives or sketches, to model problems.	<b>Embedded</b>	
<b>Standard Set 2.0 Students solve problems and justify their reasoning:</b>		
2.1 Defend the reasoning used and justify the procedures selected.	<b>Embedded</b>	
2.2 Make precise calculations and check the validity of the results in the context of the problem.	<b>Embedded</b>	
<b>Standard Set 3.0 Students note connections between one problem and another.</b>		
<b>GRADE 2 TOTAL</b>	<b>65</b>	

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