

# **MATHEMATICS**

## **Class Profile**

### **Grade 2**

Teacher \_\_\_\_\_  
Class \_\_\_\_\_

## GRADE 2 MATHEMATICS PROFILE BOOKLETS

### AUTHORS' VISION FOR IMPLEMENTATION

#### CLASS PROFILE BOOKLET:

- Teachers record in a Class Profile Booklet for each class.
- Suggestion for recording class data:
  - Record + if class data demonstrates mastery
  - Record – if class data demonstrates improvement needed
- Record + based on the following:
  - August/September – Record + if 50% or higher of class demonstrates mastery
  - October – Record + if 60% or higher of class demonstrates mastery
  - November – Record + if 70% or higher of class demonstrates mastery
  - December – Record + if 80% or higher of class demonstrates mastery
  - January-May – Record + if 90% or higher of class demonstrates mastery
- Periodically highlight all + in “green” for “GOT IT” and highlight all – in “hot pink” for “NEEDS IMPROVEMENT”

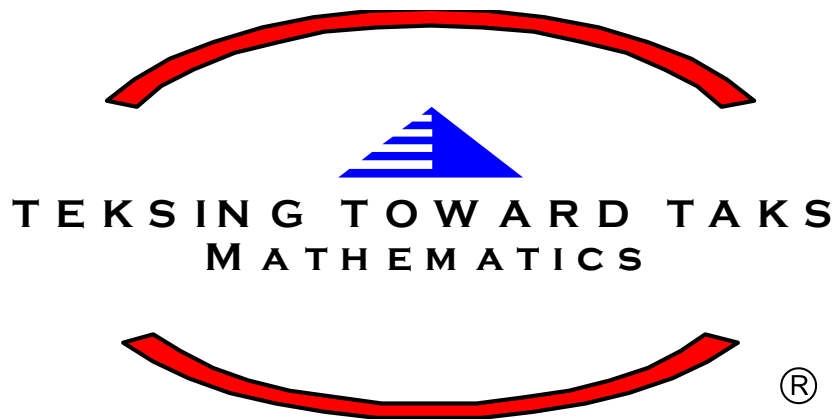
Begin glancing over each Class Profile booklet by TEKS to identify areas of strength and weakness. Use this data to make instructional decisions regarding focus for instructional time by class.

#### STUDENT PROFILE BOOKLET:

- Each student records in an individual Student Profile Booklet – teachers do not record in Student Profiles.
- Suggestion for recording data:
  - Record + if mastery is demonstrated
  - Record – if improvement is needed
- Record +/- based on the following:
  - Record + if answer is correct
  - Record – if answer is incorrect
- Periodically highlight all + in “green” for “GOT IT” and highlight all – in “hot pink” for “NEEDS IMPROVEMENT”
- Student – Periodically glance over Student Profile booklet to identify areas of strength and weakness
- Teacher – Periodically glance over each Student Profile booklet by TEKS to identify areas of individual strength and weakness. Use this data to make instructional decisions regarding focus for individualized tutorial time.

## GRADE 2 TEKSING TOWARD TAKS MATHEMATICS CLASS PROFILE

Grade 3 TAKS Objective	TEKS	STUDENT EXPECTATION	CLASS PERFORMANCE RECORD																	
1	2.1A	Use concrete models of hundreds, tens, and ones (up to 999) in various ways																		
1	2.1B	Use place value to read, write, and describe the value of whole numbers to 999																		
1	2.1C	Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >)																		
1	2.2A	Use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less)																		
1	2.2B	Use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less)																		
	2.2C	Use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$ , or 1																		
1	2.3A	Recall and apply basic addition and subtraction facts (sums to 18)																		
	2.3B	Model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers																		
1	2.3C	Select addition to solve problems using two-digit numbers, whether or not regrouping is necessary																		
1	2.3C	Select subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary																		
1	2.3D	Determine the value of a collection of coins less than one dollar																		
	2.3E	Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins																		
1	2.4A	Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined																		
1	2.4B	Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets																		
2	2.5A	Find patterns in numbers such as in a 100s chart																		
2	2.5B	Use patterns in place value to compare and order whole numbers through 999																		
2	2.5C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts																		
2	2.5C	Determine patterns in related addition and subtraction number sentences (including fact families such as $8 + 9 = 17$ , $9 + 8 = 17$ , $17 - 8 = 9$ , and $17 - 9 = 8$ )																		
2	2.6A	Generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels																		
2	2.6B	Identify patterns in a list of related number pairs based on a real-life situation and extend the list																		
2	2.6C	Identify repeating and additive patterns to make predictions and solve problems																		
2	2.6C	Describe repeating and additive patterns to make predictions and solve problems																		
2	2.6C	Extend repeating and additive patterns to make predictions and solve problems																		



# MATHEMATICS

## Student Profile

# Grade 2

Student \_\_\_\_\_  
Teacher \_\_\_\_\_

## GRADE 2 TEKSING TOWARD TAKS MATHEMATICS STUDENT PROFILE

Grade 3 TAKS Objective	TEKS	STUDENT EXPECTATION	STUDENT PERFORMANCE RECORD																	
1	2.1A	Use concrete models of hundreds, tens, and ones (up to 999) in various ways																		
1	2.1B	Use place value to read, write, and describe the value of whole numbers to 999																		
1	2.1C	Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >)																		
1	2.2A	Use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less)																		
1	2.2B	Use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less)																		
	2.2C	Use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$ , or 1																		
1	2.3A	Recall and apply basic addition and subtraction facts (sums to 18)																		
	2.3B	Model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers																		
1	2.3C	Select addition to solve problems using two-digit numbers, whether or not regrouping is necessary																		
1	2.3C	Select subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary																		
1	2.3D	Determine the value of a collection of coins less than one dollar																		
	2.3E	Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins																		
1	2.4A	Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined																		
1	2.4B	Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets																		
2	2.5A	Find patterns in numbers such as in a 100s chart																		
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