

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 is likely to need 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	<p>A student at this level</p> <ul style="list-style-type: none"> 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 	<p>A student at this level</p> <ul style="list-style-type: none"> 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 	<p>A student at this level</p> <ul style="list-style-type: none"> 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 	<p>A student at this level</p> <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> creates a pattern or sequence. 	<ul style="list-style-type: none"> extends a pattern or sequence one additional term. 	<ul style="list-style-type: none"> extends a pattern or sequence more than one additional term. 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> represents data with picture graphs or bar graphs. 	A student at this level <ul style="list-style-type: none"> represents data with line plots, picture graphs, and bar graphs. 	A student at this level <ul style="list-style-type: none"> represents and analyzes data using various data displays and solves one-step problems involving bar graphs. 	A student at this level <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> explains the relationship between the length of an object and the length of the unit used to measure the object;

	<ul style="list-style-type: none"> tells and writes time to the nearest fifteen minutes and identifies nickels and quarters by name and value. 	<ul style="list-style-type: none"> tells and writes time to the nearest ten minutes; and finds the value of a collection of quarters, dimes, nickels, and pennies. 	<ul style="list-style-type: none"> tells and writes time to the nearest five minutes; and solves one-step word problems involving quarters, dimes, nickels, and pennies. 	<ul style="list-style-type: none"> 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	<p>A student at this level</p> <ul style="list-style-type: none"> identifies triangles and quadrilaterals and counts the total number of squares in a rectangle partitioned into same-size squares. 	<p>A student at this level</p> <ul style="list-style-type: none"> 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. 	<p>A student at this level</p> <ul style="list-style-type: none"> 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. 	<p>A student at this level</p> <ul style="list-style-type: none"> 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.