CALIFORNIA STANDARDS TEST
GRADE 2 MATHEMATICS
(Blueprint adopted by the California State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: GRADE 2	# of Items	%
Number Sense	38	58%
Algebra and Functions	6	9%
Measurement and Geometry	14	22%
Statistics, Data Analysis, and Probability	7	11%
Mathematical Reasoning	Embedded	0%
TOTAL	65	100%

CALIFORNIA CONTENT STANDARDS GRADE 2: 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.	**# of Items**
NS 1.3* Order and compare whole numbers to 1,000 by using the symbols <, =, >.	**4**
NS 2.2* Find the sum or difference of two whole numbers up to three digits long.	**4**
AF 1.1* Use the commutative and associative rules to simplify mental calculations and to check results.	**4**
NS 1.1* Count, read, and write whole numbers to 1,000 and identify the place value for each digit.	**3**
NS 3.2* Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.	**3**
NS 3.3* Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.	**3**
NS 4.1* Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$	**3**
NS 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**
NS 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**
NS 5.1* Solve problems using combinations of coins and bills.	**3**

* 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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NS 5.2* Know and use the decimal notation and the dollar and cent symbols for money.	**3**
MG 1.3* Measure the length of an object to the nearest inch and/or centimeter.	**3**
MG 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**
MG 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**
NS 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.	**2 1/2****
NS 3.1* Use repeated addition, arrays, and counting by multiples to do multiplication.	**2**
MG 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**
SDAP 1.1 Record numerical data in systematic ways, keeping track of what has been counted.	**2**
SDAP 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).	**2**
SDAP 1.3 Identify features of data sets (range and mode).	**2**
NS 1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1000).	**1**
AF 1.2 Relate problem situations to number sentences involving addition and subtraction.	**1**
AF 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	**1**
MG 1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.	**1**
MG 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**
MG 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).	**1**
SDAP 1.4 Ask and answer simple questions related to data representations.	**1**
NS 6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).	**1/2****

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NS 2.3 Use mental arithmetic to find the sum or difference of two- digit numbers.	**NA*** **
SDAP 2.1 Recognize, describes, 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*** **
SDAP 2.2 Solve problems involving simple number patterns.	**NA*** **
MR 1.1 Determine the approach, materials, and strategies to be used.	**Embedded**
MR 1.2 Use tools, such as manipulatives or sketches, to model problems.	**Embedded**
MR 2.1 Defend the reasoning used and justify the procedures selected.	**Embedded**
MR 2.2 Make precise calculations and check the validity of the results in the context of the problem.	**Embedded**

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