Nebraska State Assessment - Grade 2

Math Crosswalk

MA 2.1	NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 2.1.1	Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	Legacy Standard
MA 2.1.1.a	Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.	MA 2.1.1.a MA 3.1.1.b MA 3.1.1.c MA 3.1.1.d
MA 2.1.1.b	Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.	MA 2.1.1.a MA 2.1.1.d MA 2.1.1.e
MA 2.1.1.c	Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones).	MA 2.1.1.e
MA 2.1.1.d	Demonstrate that 100 represents a group of ten tens.	NONE
MA 2.1.1.e	Compare two three-digit numbers by using symbols <, =, and > and justify the comparison based on the meanings of the hundreds, tens, and ones.	MA 2.1.1.f
MA 2.1.2	Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	
MA 2.1.2.a	Fluently (i.e. automatic recall based on understanding) add and subtract within 20.	MA 2.1.3.a MA 2.1.3.b
MA 2.1.2.b	Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.	MA 2.1.2.a MA 2.1.2.b
MA 2.1.2.c	Mentally add or subtract 10 or 100 to/from a given number 100-900.	NONE
MA 2.1.2.d	Add up to three two-digit numbers using strategies based on place value and understanding of properties.	NONE
MA 2.1.2.e	Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.	MA 2.1.3.c
MA 2.1.2.f	Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9).	NONE

MA 2.2	**ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**	
MA 2.2.1	**Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.**	
MA 2.2.1.a	Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts.	MA 2.1.1.b ALSO EVEN & ODD
MA 2.2.2	**Algebraic Processes: Students will apply the operational properties when adding and subtracting.**	
	No additional indicator(s) at this level. Mastery is expected at previous grade levels.	
MA 2.2.3	**Applications: Students will solve real-world problems involving addition and subtraction.**	
MA 2.2.3.a	Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.	MA 2.1.3.d MA 2.3.2.a
MA 2.2.3.b	Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.	NONE
MA 2.3	**GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**	
MA 2.3.1	**Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.**	
MA 2.3.1.a	Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons.	MA 2.2.1.a MA 2.2.4.a
MA 2.3.1.b	Partition a rectangle into rows and columns of equal sized squares. Count to find the total.	NONE
MA 2.3.1.c	Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, a third of, a fourth of.	MA 2.1.1.h ALSO 3RDS & 4THS
MA 2.3.1.d	Recognize that equal shares of identical wholes need not have the same shape.	NONE
MA 2.3.2	**Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.**	
	No additional indicator(s) at this level. Mastery is expected at previous grade levels.	

MA 2.3.3	**Measurement: Students will perform and compare measurements and apply formulas.**	
MA 2.3.3.a	Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	MA 2.2.5.a
MA 2.3.3.b	Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.	MA 2.2.5.b AM, PM, DIGITAL, ANALOG
MA 2.3.3.c	Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).	MA 2.2.5.c LENGTH ONLY
MA 2.3.3.d	Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.	NONE
MA 2.3.3.e	Measure and estimate lengths using inches, feet, centimeters, and meters.	MA 2.2.5.d MA 3.2.5.f
MA 2.3.3.f	Compare the difference in length of objects using inches and feet or centimeters and meters.	MA 2.2.5.e MA 3.2.5.g
MA 2.3.3.g	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and represent whole number sums and differences within 100 on a number line.	MA 2.2.2.a MA 2.2.2.b MA 2.2.2.c
MA 2.3.3.h	Use measurement lengths and addition and subtraction within 100 to solve real-world problems.	NONE
MA 2.4	**DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**	
MA 2.4.1	**Representations: Students will create displays that represent data.**	
MA 2.4.1.a	Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.	MA 2.4.1.a MA 3.4.1.a
MA 2.4.1.b	Create and represent a data set by making a line plot.	MA 4.4.1.a
MA 2.4.2	**Analysis & Applications: Students will analyze data to address the situation.**	
MA 2.4.2.a	Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs.	MA 3.4.1.c
MA 2.4.3	**Probability: Students will interpret and apply concepts of probability.**	

No additional indicator(s) at this level.