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| **Grade 2** | (RF.2.3.B)<br>Read words with vowel teams (including vowel r). | 30 students<br>38% | 71 students<br>61% | Did not test |
| | (RF.2.3.F)<br>Read regularly spelled two-syllable words with long vowels | 20 students<br>27% | 75 students<br>65% | 76 students<br>71% |
| | (RL.2.1)<br>Ask and answer such questions as who, where, when, why and how to demonstrate an understanding of key details. | 29 students<br>36% | 94 students<br>81% | 47 students<br>43% |
| | iReady Reading | | 34% Tier I<br>47% Tier II<br>19% Tier III | 53% Tier 1<br>45% Tier 2 |
| | (2.OA.B.2)<br>Fluently add and subtract within 20 using mental strategies. | | 102 students<br>88% | Did not test |
| | (2.NBT.A.1)<br>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand that 100 can be thought of as a group of tens. Understand that the numbers 100, 200, etc. refer to one, two, etc. groups of 100. | 15 Students<br>19% | 100 students<br>89% | 61 students<br>56% |
| | (2.NBT.A.3)<br>Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms. Model and describe numbers within 1000 as groups of 10 in a variety of ways. | 3 students<br>4% | 106<br>95% | 16 students<br>15% |
| | (2.OA.1)<br>Use addition and subtraction within 100 to solve one and two-step word problems. | 11 students<br>14% | 63 students<br>54% | 23 students<br>21% |
| | iReady Math | | 15% Tier I<br>61% Tier II<br>24% Tier III | 60% Tier 1<br>39% Tier 2 |