NeSA Math Indicator Labels
Second Grade
Maco ML 3000

MA 2.1.3.a Fluently add whole number facts with sums to 20

MA 2.2.2.b Compare whole numbers using location on a horizontal number line

MA 2.1.1.a Read and write numbers 0 – 1,000 (e.g., count numbers from 400 – 500; write numbers from 400 – 500)

MA 2.1.3.b Fluently subtract whole number facts with differences from 20

MA 2.2.2.c Identify the direction moved for adding and subtracting using a horizontal number line

MA 2.1.1.b Count by multiples of 2 up to 100

MA 2.1.3.c Add and subtract three-digit whole numbers with regrouping

MA 2.2.3.a Identify lines of symmetry in two-dimensional shapes

MA 2.1.1.c Count backwards from 20 – 0

MA 2.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper–pencil)

MA 2.2.3.b Draw a line of symmetry in two-dimensional shapes

MA 2.1.1.d Connect number words to the quantities they represent 0 –

MA 2.1.4.a Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results

MA 2.2.4.a Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.1.1.e Demonstrate multiple equivalent representations for numbers 1 – 1,000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)

MA 2.1.4 b Estimate the number of objects in a group

MA 2.2.5.a Count mixed coins to $1.00

MA 2.1.1.f Compare and order whole numbers 0 – 1,000

MA 2.2.1.a Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.5.b Identify time to 5 minute intervals

MA 2.1.1.g Demonstrate relative position of whole numbers 0 – 1,000 (e.g., 624 is between 600 and 700; 593 is greater than 539)

MA 2.2.1.b Determine if two shapes are congruent

MA 2.2.5.c Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 2.1.1.h Use visual models to represent fractions of one-half as a part of a whole

MA 2.2.1.c Compare two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.5.d Measure length using feet and yards

MA 2.1.2.a Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if 2 + 3 = 5 then 5 – 3 = 2)

MA 2.2.1.d Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 2.2.5.e Compare and order objects using inches, feet and yards

MA 2.3.1.a Create and describe patterns using concrete and pictorial representations

MA 2.4.1.a Represent data using pictographs

MA 2.2.2.a Identify numbers using location on a vertical number line

MA 2.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 100, using objects and number lines

MA 2.4.1.b Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)

MA 2.3.2.b Describe and model quantitative change involving addition (e.g., a student grew 2 inches)

MA 2.1.2.b Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if 3 + ___ = 7, then 7- 3 = ___.)

MA 2.3.3.a Use symbolic representations of the commutative property of addition (e.g., 2 + 3 = Δ + 2)

MA 2.4.1.a Represent data using pictographs

MA 2.4.1.b Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)

MA 2.3.1.a Create and describe patterns using concrete and pictorial representations

MA 2.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 100, using objects and number lines

MA 2.3.2.b Describe and model quantitative change involving addition (e.g., a student grew 2 inches)

MA 2.3.3.a Use symbolic representations of the commutative property of addition (e.g., 2 + 3 = Δ + 2)