
STANDARDS BASED REPORT CARD GRADE 2 RUBRICS

DIVISION OF ACADEMIC SERVICES/SPECIAL PROGRAMS

SECOND GRADE RUBRICS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

Second Grade ELA

Standard Based Report Card

Rubric

All criteria below will be reflected on the individual student report card:

Independent Reading Levels: AA (Below A) – Z

Grade Levels	Reading Levels
1	E
1	F
1	G
1	H
1	I
1	J
2	K
2	L
2	M
3	N
3	O
3	P

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reading: Foundational Skills

Reads at grade level.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student has achieved reading success at level H or below.	Student has achieved reading success at level I.	Student has achieved reading success at level J.	Student has achieved reading success at level K or above.
2 nd	Student has achieved reading success at level I or below.	Student has achieved reading success at level J.	Student has achieved reading success at level K.	Student has achieved reading success at level L or above.
3 rd	Student has achieved reading success at level J or below.	Student has achieved reading success at level K.	Student has achieved reading success at level L.	Student has achieved reading success at level M or above.
4 th	Student has achieved reading success at level K or below.	Student has achieved reading success at level L.	Student has achieved reading success at level M.	Student has achieved reading success at level N or above.

Uses various strategies to decode/break apart texts (pictures, context, phonics).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely applies phonics and words analysis strategies in decoding words.	Student sometimes applies phonics and words analysis strategies in decoding words.	Student applies phonics and words analysis strategies in decoding words.	Student consistently applies phonics and words analysis strategies in decoding words.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reads with fluency (expression, phrasing, rate, accuracy).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	<ul style="list-style-type: none"> • Student does not demonstrate fluency when reading target high frequency and decodable words. • Lack of fluent reading is evident during independent reading tasks. • Reading of texts is very choppy and slow. • Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> • Student reads some target high frequency and decodable words accurately. • Student may read words very quickly and inaccurately or very slowly and inaccurately. • Reading is somewhat fluent when independently reading texts • Student reads leveled texts either too slowly or too quickly. • Reading is choppy some of the time. • Student does not consistently attend to ending punctuation. • Student uses very little or no expression. 	<ul style="list-style-type: none"> • Student consistently reads target high frequency and decodable words accurately with appropriate pacing. • Student uses and recognizes word patterns when reading words fluently. • Student demonstrates fluent reading of on-level texts. • Student reads accurately. • Student pauses briefly between words. • Student attends to ending punctuation. • Student uses expression matched to meaning and punctuation. 	<ul style="list-style-type: none"> • Student consistently reads above- level high frequency and decodable words accurately and with appropriate pacing • Student demonstrates fluent reading of above-level texts when reading independently. • Student attends to internal and ending punctuation. Reading is fluid and accurate. • Student uses phrasing to group words that go together. • Expression is matched to the mood, character’s feelings, or actions in the text.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reads independently for extended periods of time.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to sustain independent silent reading for 5 minutes.	Student is sometimes able to sustain independent silent reading for up to 10 minutes.	Student is consistently able to sustain independent silent reading for up to 10 minutes.	Student is consistently able to sustain independent silent reading for more than 10 minutes.
2 nd	Student is unable or rarely able to sustain independent silent reading for 10 minutes.	Student is sometimes able to sustain independent silent reading for up to 15 minutes.	Student is consistently able to sustain independent silent reading for up to 15 minutes.	Student is consistently able to sustain independent silent reading for more than 15 minutes.
3 rd	Student is unable or rarely able to sustain independent silent reading for 15 minutes.	Student is sometimes able to sustain independent silent reading for up to 20 minutes.	Student is consistently able to sustain independent silent reading for up to 20 minutes.	Student is consistently able to sustain independent silent reading for more than 20 minutes.
4 th	Student is unable or rarely able to sustain independent silent reading for 20 minutes.	Student is sometimes able to sustain independent silent reading for up to 25 minutes.	Student is consistently able to sustain independent silent reading for up to 25 minutes.	Student is consistently able to sustain independent silent reading for more than 25 minutes.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Reading: Literature and Informational Text

Asks and answers questions about key details in fiction and informational text.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely asks and answers questions when reading or listening to stories and informational texts.	Student sometimes asks and answers questions when reading or listening to stories and informational texts.	Student asks and answers questions when reading or listening to stories and informational texts.	Student consistently asks and answers questions when reading or listening to stories and informational texts.

Retells stories including key details; demonstrates understanding of central message.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	<ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings are simple, demonstrating little understanding of the text. 	<ul style="list-style-type: none"> • Student sometimes demonstrates literal understanding of stories and informational texts. • Retellings demonstrate a partial understanding of the text. 	<ul style="list-style-type: none"> • Student demonstrates literal understanding of stories and informational texts. • Retellings demonstrate an understanding of the text. 	<ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of stories and informational texts. • Retellings demonstrate a thorough understanding of the text.

Identifies the main topic of a multi-paragraph text as well as the focus for a specific paragraph.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is rarely able to identify the main topic of a multi-paragraph text or the focus of specific paragraphs.	Student is sometimes able to identify the main topic of a multi-paragraph text or the focus of specific paragraphs.	Student is able to identify the main topic of a multi-paragraph text or the focus of specific paragraphs.	Student is consistently identifies the main topic of a multi-paragraph text or the focus of specific paragraphs.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Describes how characters respond to major events.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student is rarely able to describe how characters respond to major events in a story.	Student is sometimes able to describe how characters respond to major events in a story.	Student is able to describe how characters respond to major events in a story.	Student is consistently able to describe how characters respond to major events in a story.

Uses illustrations to make predictions.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is rarely able to use illustrations in a story to make predictions about the characters, setting or plot.	Student sometimes is able to use illustrations in a story to make predictions about the characters, setting or plot.	Student is able to use illustrations in a story to make predictions about the characters, setting or plot.	Student consistently uses illustrations in a story to make predictions about the characters, setting and plot.

Compares and Contrasts texts on the same topic or two versions of the same story.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	Student is unable to compare and contrast a variety of texts.	Student can identify a similarity OR a difference in a variety of texts with support.	Student can independently identify a similarity AND a difference in a variety of texts.	Student can consistently identify similarities AND differences in a variety of texts.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Describes the overall structure of the story.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd – 4 th	<ul style="list-style-type: none"> • Student is unable to describe the overall structure of the story. • Student is unable to retell what happened in the beginning, middle and end of a story. 	<ul style="list-style-type: none"> • Student can describe the overall structure of the story with help and guidance. • Student can retell what happened in the beginning, middle and end of a story with help and guidance. 	<ul style="list-style-type: none"> • Student can independently describe the overall structure of the story. • Student can independently retell what happened in the beginning, middle and end of a story. 	<ul style="list-style-type: none"> • Student can consistently describe the overall structure of the story. • Student can consistently retell what happened in the beginning, middle and end of a story.

Knows and uses various text features (eg. captions, bold print, and glossaries).				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is unable or rarely able to use non-fiction text features.	Student is sometimes able to use non-fiction text features.	Student consistently uses non-fiction text features.	In above-grade level texts: Student consistently and independently uses non-fiction text features.

Understands and uses vocabulary appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student is unable or rarely able to use vocabulary appropriately.	Student is sometimes able to use vocabulary appropriately.	Student consistently uses vocabulary appropriately.	In above-grade level texts: Student consistently and independently uses vocabulary appropriately.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Writing

Develops ideas in an organized manner for different purposes (narrative, informative, opinion)				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	<ul style="list-style-type: none"> • Student generates very few ideas. • Student does not use prewriting strategies taught. • There is a beginning with one or two unrelated details. • Student uses many sentence fragments or run-ons. • Student uses few basic text features. 	<ul style="list-style-type: none"> • Student generates a few ideas from experience. • Student uses a few pre-writing strategies taught in units of study. • Student’s writing is partially organized with some ideas relevant to the topic. • There is a beginning and end with a few details. • Student uses some simple text features. • Some sentences are incomplete or run –on. 	<ul style="list-style-type: none"> • Student generates, supports and elaborates on ideas for writing from own experiences, stories read, informational text or imagination. • Student uses some pre-writing strategies to identify and narrow topic and to plan parts of the writing. • Student’s writing is organized; most ideas are relevant to the topic. • There is a clear beginning, middle and end with related details in each part. • Student uses target text features (title, pictures, captions, author, page numbers). 	<ul style="list-style-type: none"> • Student generates and tries out ideas from experience, stories read, informational texts, or imagination. • Student uses pre-writing strategies taught in units of study to narrow a topic and to thoroughly plan writing. • Student’s writing is organized with ideas that are relevant to and support the topic and purpose. • There is a well-developed beginning, middle and end with many relevant details. • Student uses above-level text features. • Student writes complete and

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

			<ul style="list-style-type: none"> • Student writes complete sentences. 	complex sentences.
--	--	--	--	--------------------

Writes independently for extended periods of time.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to sustain independent writing for 10 minutes.	Student is sometimes able to sustain independent writing for up to 15 minutes.	Student is consistently able to sustain independent writing for up to 15 minutes.	Student is consistently able to sustain independent writing for more than 15 minutes.
2 nd	Student is unable or rarely able to sustain independent writing for 15 minutes.	Student is sometimes able to sustain independent writing for up to 20 minutes.	Student is consistently able to sustain independent writing for up to 20 minutes.	Student is consistently able to sustain independent writing for more than 20 minutes.
3 rd – 4 th	Student is unable or rarely able to sustain independent writing for 20 minutes.	Student is sometimes able to sustain independent writing for up to 25 minutes.	Student is consistently able to sustain independent writing for up to 25 minutes.	Student is consistently able to sustain independent writing for more than 25 minutes.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Applies revision and editing strategies.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	<p>The student is unable or rarely able to reread writing and:</p> <ul style="list-style-type: none"> • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words 	<p>The student is sometimes able to reread writing and:</p> <ul style="list-style-type: none"> • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words 	<p>The student is consistently able to reread writing and:</p> <ul style="list-style-type: none"> • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words 	<p>The student is consistently and independently able to reread writing and:</p> <ul style="list-style-type: none"> • Edit for capitalization • Edit for punctuation • Edit for proper spacing • Edit for neat handwriting • Edit spelling of sight words • Apply spelling strategies • Revise to ensure a clear beginning, middle and end • Revise grammatical errors • Include craft techniques • Add, remove, more and substitute words

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Language

Uses capitalization and punctuation correctly.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 2 nd	<p>Student rarely applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I”. • Question marks, periods, exclamation points, • Commas to separate day from year in dates 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I”. • Question marks, periods, exclamation points, • Commas to separate day from year in dates 	<p>Student applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I”. • Question marks, periods, exclamation points, • Commas to separate day from year in dates 	<p>Student consistently applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I”. • Question marks, periods, exclamation points, • Commas to separate day from year in dates
3 rd -4 th	<p>Student rarely applies grade-level mechanics of capitalization and punctuation including those listed in marking periods 1 & 2, plus:</p> <ul style="list-style-type: none"> • Product names • Geographic names • Capitalization within a friendly letter 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation including those listed in marking periods 1 & 2, plus:</p> <ul style="list-style-type: none"> • Product names • Geographic names • Capitalization within a friendly letter 	<p>Student applies grade-level mechanics of capitalization and punctuation including those listed in marking periods 1 & 2, plus:</p> <ul style="list-style-type: none"> • Product names • Geographic names • Capitalization within a friendly letter 	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Applies conventions of grammar and usage.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1st	<p>Student rarely applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce simple sentences • Irregular plural nouns • Collective nouns to describe groups • Reflexive pronouns 	<p>Student is beginning to apply grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce simple sentences • Irregular plural nouns • Collective nouns to describe groups • Reflexive pronouns 	<p>Student applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce simple sentences. • Irregular plural nouns • Collective nouns to describe groups • Reflexive pronouns 	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>
2 nd -3 rd	<p>Student rarely applies grade-level grammar and usage, as listed in the first marking period, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives, adverbs and pronouns. • Irregular verbs in past tense 	<p>Student is beginning to apply grade-level grammar and usage, as listed in the first marking period, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives, adverbs and pronouns. • Irregular verbs in past tense 	<p>Student applies grade-level grammar and usage, as listed in the first marking period, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Adjectives, adverbs and pronouns. • Irregular verbs in past tense 	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>
4 th	<p>Student rarely applies grade-level grammar and usage, as listed in the first through third marking periods, plus:</p> <ul style="list-style-type: none"> • Compound sentences • Apostrophes 	<p>Student is beginning to apply grade-level grammar and usage, as listed in the first through third marking periods, plus:</p> <ul style="list-style-type: none"> • Compound sentences • Apostrophes 	<p>Student applies grade-level grammar and usage, as listed in the first through third marking periods, plus:</p> <ul style="list-style-type: none"> • Compound sentences • Apostrophes 	<p>Student consistently applies above grade-level conventions of grammar and usage.</p>

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Learns and applies spelling patterns.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely applies spelling patterns in writing such as: <ul style="list-style-type: none"> • Beginning/final consonants • Short and long vowels • Consonant digraphs 	Student is applying spelling patterns in writing such as: <ul style="list-style-type: none"> • Beginning/final consonants • Short and long vowels • Consonant digraphs 	Student consistently applies spelling patterns in writing such as: <ul style="list-style-type: none"> • Consonant blends • Long vowel patterns • Other vowel patterns • Inflected endings 	Student consistently applies spelling patterns in writing such as: <ul style="list-style-type: none"> • Inflected endings • Affixes • Suffixes • Compound words • syllables

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Listening and Speaking

Expresses ideas clearly and effectively.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely takes turns speaking and listening.	Student occasionally takes turns speaking and listening.	Student consistently takes turns speaking and listening.	Student acts as a role model for others taking turns and listening to others.

Demonstrates listening skills for information and understanding. Participates in group discussions actively and appropriately.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	<ul style="list-style-type: none"> • Student rarely engages in group discussions. • Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student rarely asks for clarification and further explanation as needed. • Student rarely extends his/her ideas and understanding in light of the discussion 	<ul style="list-style-type: none"> • Student occasionally engages in group discussions. • Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student occasionally asks for clarification and further explanation as needed. • Student occasionally extends his/her ideas and 	<ul style="list-style-type: none"> • Student consistently engages in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and 	<ul style="list-style-type: none"> • Student consistently engages and extends group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and

	<ul style="list-style-type: none"> • Student rarely or never follows discussion rules. 	<p>understanding in light of the discussion</p> <ul style="list-style-type: none"> • Inconsistently follows discussion rules. 	<p>understanding in light of the discussion</p> <ul style="list-style-type: none"> • Consistently follows discussion rules. 	<p>understanding in light of the discussion</p> <ul style="list-style-type: none"> • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. • Consistently and effectively follows discussion rules.
--	---	--	--	--

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Mathematics

Grade 2 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Operations and Algebraic Thinking

Uses addition within 100 to solve word problems				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to solve addition word problems within 20 using drawings and equations to represent the problem.	Student is sometimes able to solve addition word problems within 20 using drawings and equations to represent the problem.	Student is able to solve addition word problems within 20 using drawings and equations to represent the problem.	Student is able to solve addition word problems within 50 using drawings and equations to represent the problem.
2 nd & 3 rd	Student is unable or rarely able to solve addition word problems within 100 using drawings and equations to represent the problem.	Student is sometimes able to solve addition word problems within 100 using drawings and equations to represent the problem.	Student is able to solve addition word problems within 100 using drawings and equations to represent the problem.	Student is able to solve addition word problems greater than 100 using drawings and equations to represent the problem.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Uses subtraction within 100 to solve word problems				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to solve subtraction word problems within 20 using drawings and equations to represent the problem.	Student is sometimes able to solve subtraction word problems within 20 using drawings and equations to represent the problem.	Student is able to solve subtraction word problems within 20 using drawings and equations to represent the problem.	Student is able to solve subtraction word problems within 100 using drawings and equations to represent the problem.
2 nd & 3 rd	Student is unable or rarely able to solve subtraction word problems within 100 using drawings and equations to represent the problem.	Student is sometimes able to solve subtraction word problems within 100 using drawings and equations to represent the problem.	Student is able to solve subtraction word problems within 100 using drawings and equations to represent the problem.	Student is able to solve subtraction word problems greater than 100 using drawings and equations to represent the problem.

Fluently adds within 20 using mental strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable or rarely able to fluently add within 10 using mental strategies.	Student is sometimes able to fluently add within 10 using mental strategies.	Student is able to fluently add within 10 using mental strategies.	Student is able to fluently add within 20 using mental strategies.
4 th	Student is unable or rarely able to fluently add within 20 using mental strategies.	Student is sometimes able to fluently add within 20 using mental strategies.	Student is able to fluently add within 20 using mental strategies.	Student is able to fluently add number with sums greater than 20 using mental strategies.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Fluently subtracts within 20 using mental strategies				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st & 2 nd	Student is unable or rarely to fluently subtract within 10 using mental strategies.	Student is sometimes able to fluently subtract within 10 using mental strategies.	Student is able to fluently subtract within 10 using mental strategies.	Student is able to fluently subtract within 20 using mental strategies.
4 th	Student is unable or rarely able to fluently subtract within 20 using mental strategies.	Student is sometimes able to fluently subtract within 20 using mental strategies.	Student is able to fluently subtract within 20 using mental strategies.	Student is able to fluently subtract from a number greater than 20 using mental strategies.

Works with equal groups of objects to gain foundations for multiplication				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	<p>Student is unable or rarely demonstrates understanding of any of the following concepts to gain foundations for multiplication:</p> <ul style="list-style-type: none"> ● finds the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns ● writes an equation to express the total as a sum of equal addends ● determines whether a group of 	<p>Student is able to demonstrate understanding of two of the following concepts to gain foundations for multiplication:</p> <ul style="list-style-type: none"> ● finds the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns ● writes an equation to express the total as a sum of equal addends ● determines whether a group of 	<p>Student consistently demonstrates understanding of all of the following concepts to gain foundations for multiplication:</p> <ul style="list-style-type: none"> ● finds the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns ● writes an equation to express the total as a sum of equal addends 	<p>Student consistently demonstrates understanding and can explain the reasoning of all of the following concepts to gain foundations for multiplication:</p> <ul style="list-style-type: none"> ● finds the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns ● writes an equation to express the total

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

	up to 20 objects is odd or even	up to 20 objects is odd or even	<ul style="list-style-type: none"> determines whether a group of up to 20 objects is odd or even 	as a sum of equal addends <ul style="list-style-type: none"> determines whether a group of up to 20 objects is odd or even
--	---------------------------------	---------------------------------	---	---

Number and Operations in Base Ten

Recognizes that the 3-digits of a 3-digit number represent amounts on hundreds, tens and ones.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal description.	Student is sometimes able to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal description.	Student is able to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal description.	Student is able to demonstrate understanding of place value given numbers greater than 3 digits using models/ manipulatives, place value charts and verbal description.

Counts within 1000; skip counts by 5s, 10s and 100s.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to skip count by 5s and 10s correctly to 100 starting at any multiple of 5.	Student is sometimes able to skip count by 5s and 10s correctly to 100 starting at any multiple of 5.	Student is able to skip count by 5s and 10s correctly to 100 starting at any multiple of 5.	Student is able to skip count by 5s and 10s correctly beyond 100 starting at any multiple of 5.
2 nd	Student is unable or rarely able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is sometimes able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100 with few errors.	Student is consistently able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

3 rd	Student is sometimes able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100 with few errors.	Student is consistently able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is able to count by 1s, 5s, 10s and 100s beyond 1000 beginning at any multiple of 1, 5, 10, or 100.
-----------------	---	---	--	---

Reads and writes numbers within 1000				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.	Student is sometimes able to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.	Student is able to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.	Student is able to read and write numbers correctly beyond 1000 using base-ten numerals, number names and expanded form.

Compares 2 three digit numbers using >, < and = symbols.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to compare three-digit numbers using >, < and = symbols.	Student is sometimes able to compare three-digit numbers using >, < and = symbols.	Student is able to compare three-digit numbers using >, < and = symbols.	Student is able to compare numbers greater than three-digits using >, < and = symbols.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Uses understanding of place value and properties to fluently add and subtract within 100.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable or rarely able to fluently add or subtract within 50 using strategies.	Student is sometimes able to fluently add and subtract within 50 using strategies.	Student is able to fluently add and subtract within 50 using strategies.	Student is able to fluently add and subtract within 100 using strategies.
3 rd	Student is unable or rarely able to fluently add or subtract within 100 using strategies.	Student is sometimes able to fluently add and subtract within 100 using strategies.	Student is able to fluently add and subtract within 100 using strategies with few errors.	Student is able to fluently add and subtract within 100 using strategies.
4 th	Student is sometimes able to fluently add and subtract within 100 using strategies.	Student is able to fluently add and subtract within 100 using strategies with few errors.	Student is able to fluently add and subtract within 100 using strategies.	Student is able to fluently add and subtract numbers greater than 100 using strategies.

Adds up to 4 two-digit numbers using strategies based on place value and properties of operations.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable or rarely able to use strategies based on place value and properties of operations to add up to 4 two-digit numbers.	Student is sometimes able to use strategies based on place value and properties of operations to add up to 4 two-digit numbers.	Student is able to use strategies based on place value and properties of operations to add up to 4 two-digit numbers.	Student is sometimes able to use strategies based on place value and properties of operations to add more than 4 two-digit numbers.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Adds within 1000 using concrete models, drawing or strategies.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to add within 100 using concrete models, drawings or strategies.	Student is sometimes able to add within 100 using concrete models, drawings or strategies.	Student is able to add within 100 using concrete models, drawings or strategies.	Student is able to add within 1000 using concrete models, drawings or strategies with some errors.
2 nd	Student is unable or rarely able to add within 1000 using concrete models, drawings or strategies.	Student is sometimes able to add within 1000 using concrete models, drawings or strategies.	Student is able to add within 1000 using concrete models, drawings or strategies with few errors.	Student is consistently able to add within 1000 using concrete models, drawings or strategies.
3 rd	Student is sometimes able to add within 1000 using concrete models, drawings or strategies.	Student is able to add within 1000 using concrete models, drawings or strategies with few errors.	Student is consistently able to add within 1000 using concrete models, drawings or strategies.	Student is able to add numbers greater than 1000 using concrete models, drawings or strategies with few errors.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Subtracts within 1000 using concrete models, drawing or strategies.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to subtract within 100 using concrete models, drawings or strategies.	Student is sometimes able to subtract within 100 using concrete models, drawings or strategies.	Student is able to subtract within 100 using concrete models, drawings or strategies.	Student is able to subtract within 1000 using concrete models, drawings or strategies with some errors.
2 nd	Student is unable or rarely able to subtract within 1000 using concrete models, drawings or strategies.	Student is sometimes able to subtract within 1000 using concrete models, drawings or strategies.	Student is able to subtract within 1000 using concrete models, drawings or strategies with few errors.	Student is consistently able to subtract within 1000 using concrete models, drawings or strategies.
3 rd	Student is sometimes able to subtract within 1000 using concrete models, drawings or strategies.	Student is able to subtract within 1000 using concrete models, drawings or strategies with few errors.	Student is consistently able to subtract within 1000 using concrete models, drawings or strategies.	Student is able to subtract numbers greater than 1000 using concrete models, drawings or strategies with few errors.

Mentally adds 10 or 100 to a given number from 100 – 900.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to add 10 or 100 to a given number from 100 - 900.	Student is sometimes able to add 10 or 100 to a given number from 100 - 900.	Student is able to add 10 or 100 to a given number from 100 - 900.	Student is able to add 10 or 100 to a given number greater than 900

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Mentally subtracts 10 or 100 to a given number from 100 – 900.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student is unable or rarely able to subtract 10 or 100 to a given number from 100 - 900.	Student is sometimes able to subtract 10 or 100 to a given number from 100 - 900.	Student is able to subtract 10 or 100 to a given number from 100 - 900.	Student is able to subtract 10 or 100 to a given number greater than 900.

Explains why addition strategies work using place value and properties of operations.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable or rarely able to explain why addition strategies work using understanding of place value, properties of operations and patterns.	Student is sometimes able to explain why addition strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why addition strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why addition strategies work using understanding of place value, properties of operations and patterns in novel or sophisticated ways beyond the strategies taught.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Explains why subtraction strategies work using place value and properties of operations.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable or rarely able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns.	Student is sometimes able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns in novel or sophisticated ways beyond the strategies taught.

Measurements and Data

Measures and estimates length in standard units including inches, feet, centimeters, meters using appropriate tools.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	<p>Student is unable or rarely able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</p> <p>Student is unable or rarely able to choose the appropriate tool to measure lengths.</p>	<p>Student is sometimes able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</p> <p>Student is sometimes able to choose the appropriate tool to measure lengths.</p>	<p>Student is able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</p> <p>Student is able to choose the appropriate tool to measure lengths.</p>	<p>Student is consistently able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters.</p> <p>Student is consistently able to choose the appropriate tool to measure lengths.</p>

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Measures to determine how much longer one object is than another.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student is unable or rarely able to determine how much longer one object is than another.	Student is sometimes able to determine how much longer one object is than another.	Student is able to determine how much longer one object is than another.	Student is consistently able to determine how much longer one object is than another.

Tells and writes time from analog and digital clocks to the nearest 5 minutes using A.M. and P.M.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard*	4= Exceeds Standard*
3 rd	<p>Student is unable or rarely able to accurately draw the hour and minute hand to show a given time on an analog clock.</p> <p style="text-align: center;">or</p> <p>Student is unable or rarely able to tell time to the nearest 5 minutes on analog and digital clocks.</p> <p style="text-align: center;">or</p> <p>Student is unable or rarely able to distinguish between A.M. and P.M.</p>	<p>Student is sometimes able to accurately draw the hour and minute hand to show a given time on an analog clock.</p> <p style="text-align: center;">and</p> <p>Student is sometimes able to tell time to the nearest 5 minutes on analog and digital clocks.</p> <p style="text-align: center;">and</p> <p>Student is sometimes able to distinguish between A.M. and P.M.</p>	<p>Student is able to accurately draw the hour and minute hand to show a given time on an analog clock.</p> <p style="text-align: center;">and</p> <p>Student is able to tell time to the nearest 5 minutes on analog and digital clocks.</p> <p style="text-align: center;">and</p> <p>Student is able to distinguish between A.M. and P.M.</p>	<p>Student is consistently able to accurately draw the hour and minute hand to show a given time on an analog clock to the nearest minute.</p> <p style="text-align: center;">and</p> <p>Student is able to tell time to the nearest minute on analog and digital clocks.</p> <p style="text-align: center;">and</p> <p>Student is consistently able to distinguish between A.M. and P.M.</p>

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Solves word problems involving dollar bills, quarters, dimes, nickels and pennies.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely able to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Student can sometimes solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Student can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Student can consistently solve word Problems involving dollar bills, quarters, dimes, nickels, and pennies.

Creates line plots to represent measurement data where horizontal scale is marked off in whole number units.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely able to organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	Student can sometimes organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	Student can organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	Student can consistently organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Draws and interprets picture graphs and bar graphs that represent a data set with up to 4 categories.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	<p>Student is unable or rarely able to organize, represent, and interpret data from a picture or bar graph.</p> <p>or</p> <p>Student is unable or rarely able to use the information in a picture or bar graph to solve a problem.</p>	<p>Student is sometimes able to organize, represent, and interpret data from a picture or bar graph.</p> <p>and</p> <p>Student is sometimes able to use the information in a picture or bar graph to solve a problem.</p>	<p>Student is able to organize, represent, and interpret data from a picture or bar graph.</p> <p>and</p> <p>Student is able to use the information in a picture or bar graph to solve a problem.</p>	<p>Student is consistently able to organize, represent, and interpret data from a picture or bar graph.</p> <p>and</p> <p>Student is consistently able to use the information in a picture or bar graph to solve a problem.</p>

Geometry

Recognizes and draws shapes having specified attributes such as a given number of angles and faces.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	<p>Student is unable or rarely able to draw, describe, classify, and analyze 2-D and 3-D objects based on the attributes.</p>	<p>Student can sometimes draw, describe, classify, and analyze 2-D and 3-D objects based on the attributes.</p>	<p>Student can draw, describe, classify, and analyze 2-D and 3-D objects based on the attributes with few errors.</p>	<p>Student can consistently draw, describe, classify, and analyze 2-D and 3-D objects based on the attributes.</p>

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Identifies triangles, quadrilaterals, pentagons, hexagons and cubes.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student is unable or rarely able to identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student can sometimes identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student can identify triangles, quadrilaterals, pentagons, hexagons, and cubes with few errors.	Student consistently identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.

Partitions a rectangle into rows and columns of the same size squares and counts to find the total number.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student is unable or rarely able to partition a rectangle into rows and columns of the same size squares and count the total number of squares.	Student is sometimes able to partition a rectangle into rows and columns of the same size squares and count the total number of squares.	Student can partition a rectangle into rows and columns of the same size squares and count the total number of squares with few errors.	Student is able to consistently partition a rectangle into rows and columns of the same size squares and count the total number of squares.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Partitions circles or rectangles into 2, 3 or 4 equal shares; Uses words halves, thirds and fourths.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	<p>Student is unable or rarely able to partition circles or rectangles into 2, 3, or 4 equal shares.</p> <p>or</p> <p>Student is unable or rarely able to use words halves, thirds, and fourths.</p>	<p>Student sometimes partitions circles or rectangles into 2, 3, or 4 equal shares.</p> <p>and</p> <p>Student sometimes uses words halves, thirds, and fourths.</p>	<p>Student can partition circles or rectangles into 2, 3, or 4 equal shares with few errors.</p> <p>and</p> <p>Student uses words halves, thirds, and fourths with few errors.</p>	<p>Student is able to consistently partition circles or rectangles into 2, 3, or 4 equal shares.</p> <p>and</p> <p>Student can consistently use words halves, thirds, and fourths.</p>

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science

Second Grade Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science and Engineering Practice 1: Asks and identifies questions that can be answered by an investigation.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaching standard – Students can accomplish at least one of the following with limited assistance:	3= Meets standard – Students can accomplish all of the following:	4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<ul style="list-style-type: none"> • Ask questions about what would happen if a variable is changed. • Identify scientific (testable) and non-scientific (non-testable) questions. • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. • Use prior knowledge to describe problems that can be solved. • Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

Science and Engineering Practice 2: Uses scientific models to represent relationships, such as size and pattern, in the natural and human-made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<ul style="list-style-type: none"> • Identify limitations of models. • Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. • Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. • Develop and/or use models to describe and/or predict phenomena. • Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. • Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.

Science and Engineering Practice 3: Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<ul style="list-style-type: none"> • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Evaluate appropriate methods and/or tools for collecting data. • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. • Make predictions about what would happen if a variable changes. • Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Science and Engineering Practice 6: Designs or builds a device that solves a specific problem and compares multiple solutions to a problem.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<ul style="list-style-type: none"> • Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). • Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. • Identify the evidence that supports particular points in an explanation. • Apply scientific ideas to solve design problems. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Social Studies
Grade 2 Standard Based Report
Card Rubric

Describe the connections between individuals, events, ideas, or information.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student sometimes communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student often communicates an understanding of concepts taught related to individuals, events, ideas or information.	Student consistently communicates an understanding of concepts taught related to individuals, events, ideas or information and is able to extend key concepts to real life experiences.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Physical Education

Grade 2 Standard Based Report

Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely demonstrate control in traveling, weight bearing, and balance activities. Student is unable to recognize changes in rhythm, tempo/beat and player placement. Student is unable to identify body responses related to physical activity.	Student is beginning to demonstrate control in traveling, weight bearing, and balance activities. Student is learning to recognize changes in rhythm, tempo/beat and player placement. Student is learning to identify body responses related to physical activity.	Student understands and applies control in traveling, weight bearing, and balance activities. Student recognizes changes in rhythm, tempo/beat and player placement. Student is able to identify body responses related to physical activity.	Student understands and consistently applies control in traveling, weight bearing, and balance activities. Student consistently recognizes changes in rhythm, tempo/beat and player placement. Student consistently identify body responses related to physical activity.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Instructional Technology

Grade 2 Standard Based Report

Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely applies the fundamentals of Instructional Technology. The student is unable to identify what parts of a computer are not working properly, cannot insert a USB device or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is learning how to identify what parts of a computer are not working properly cannot insert a USB device or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student identifies what parts of a computer are not working properly, can insert a USB device or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently identifies what parts of a computer are not working properly, can insert a USB device or script block code.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely applies the fundamentals of Instructional Technology. The student is unable to type a paragraph on a keyboard using a word processor or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is beginning to type a paragraph on a keyboard using a word processor or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student understands how to type a paragraph on a keyboard using a word processor or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently types a paragraph on a keyboard using a word processor or script block code.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student rarely applies the fundamentals of Instructional Technology. The student is unable to create a basic two column spreadsheet or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is beginning to create a basic two column spreadsheet or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student understands how to create a basic two column spreadsheet or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently creates a basic two column spreadsheet or script block code.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student rarely applies the fundamentals of Instructional Technology. The student is unable to create a basic 5 slide presentation or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is beginning to create a basic 5 slide presentation or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student is able to create a basic 5 slide presentation or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently creates a basic 5 slide presentation or script block code.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Health

Grade 2 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -4 th	Student rarely communicates an understanding of the concepts of self-care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.	Student is beginning to communicate an understanding of the concepts of self-care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.	Student understands the concepts of self-care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.	Student understands and applies the concepts of self-care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

Grade 2 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Art

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st -2 nd	Student rarely utilizes art tools/resources for the creation of an art work.	Student is beginning to utilize art tools/resources for the creation of an art work.	Student utilizes art tools/resources for the creation of an art work.	Student consistently utilizes art tools/resources for the creation of an art work.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd	Student rarely manipulates sculpture materials and rarely creates an original art multidimensional work.	Student is beginning manipulate sculpture materials and create an original art multidimensional work.	Student manipulates sculpture materials and creates an original art multidimensional work.	Student consistently manipulates sculpture materials and creates an original art multidimensional work.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 th	Student rarely understands or creates characteristics of tunnel books or rarely creates a collage using mixed paper.	Student is beginning to understand or create characteristics of tunnel books or is beginning to create a collage using mixed paper.	Student understands and creates characteristics of tunnel books or creates a collage using mixed paper.	Student consistently understands and creates characteristics of tunnel books or creates a collage using mixed paper.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

Grade 2 Standard Based Report Card Rubric

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Music

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Student rarely analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student is beginning to analyze selected music, read or perform rhythmic patterns using iconic notation.	Student understands and analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student consistently analyzes selected music, reads or performs rhythmic patterns using iconic notation.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 nd	Student rarely generates/records musical patterns and ideas within the context of a given tonality and meter.	Student is beginning to generate/record musical patterns and ideas within the context of a given tonality and meter.	Student generates/records musical patterns and ideas within the context of a given tonality and meter.	Student consistently generates/records musical patterns and ideas within the context of a given tonality and meter.

Demonstrates understanding of concepts and application of skills.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 rd - 4 th	Student rarely demonstrate knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student is beginning to demonstrate knowledge of musical contrast, expressive qualities or is beginning to rehearses/performs music with expression.	Student demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student consistently demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.

Participates in classroom discussions and activities related to content area.				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 4 th	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

A minimum of two assessments per marking period, inclusive of Unit Assessments, to determine growth in each of the skills.