



**Second Grade Standards Based  
Parent Report Card Rubric Quarter**

**3  
MATH  
pg. 1**

3+= Exceeds the standard—in addition to the 3, makes applications and inferences beyond expectations

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Fluency with Addition and Subtraction Strategies			
Solves one and two-step word problems 2.OA.1 (Q1, 2- one-step) (Q3, 4 – two step)	Independently and accurately uses addition and subtraction to solve one-step AND two-step word problems within 100 (adding to, taking from, putting together, taking apart, and comparing) with unknowns in all positions.	Independently and accurately solves one-step word problems but inconsistently solves two-step word problems (student may have difficulty interpreting both parts of the problem, choosing the correct operations, have errors in computation, etc.).	Demonstrates limited understanding of how to solve addition and subtraction word problems.
Applies and explains mental math strategies to add and subtract within 20 2.OA.2 2.NBT.9	Demonstrates fluency with mental addition and subtraction strategies for sums within 20, and explains, both verbally AND in Writing, why the strategies work, using place values and the properties of operations.	Demonstrates fluency with mental addition and subtraction strategies for sums within 20, and explains, either verbally OR in writing, why the strategies work, using place value and the properties of operations.	Demonstrates limited ability to apply and explain why the addition and subtraction strategies work.
Uses models, drawings, strategies, and properties to add and subtract within 100 and within 1000 2.NBT.5 2.NBT.7	Independently and accurately uses a variety of strategies to add within 100 based on: <ul style="list-style-type: none"> <li>• Place value (ie: expanded form, base ten blocks, adding up in chunks, etc.)</li> <li>• Properties of operations (ie: compensation, doubles and near doubles, making a ten, etc.)</li> <li>• Relationship between addition and subtraction (ie: counting up, related facts, etc.)</li> </ul>	Relies heavily on a limited number of strategies to solve addition and subtraction problems within 100.	Demonstrates limited understanding of strategies to correctly solve addition and subtraction problems within 100 (student may rely primarily on one strategy, such as base ten blocks, drawing a picture, or expanded form).



Second Grade Standards Based Parent Report Card  
 Rubric Quarter 3

ELA  
 pg. 2

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Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
<b>Speaking and Listening</b>			
SL2 Recount or describe key details from information presented orally	Student demonstrates <u>consistent</u> achievement within the standards.  Recount or describe key details from information presented <u>orally</u> .	Student demonstrates <u>inconsistent</u> achievement within the standards.  Recount or describe key details from information presented <u>orally</u> .	Student demonstrates <u>limited</u> achievement within the standards
SL3 Ask and answer questions to clarify comprehension, gather information, or deepen understanding	Student demonstrates <u>consistent</u> achievement within the standard.  Ask AND answer questions to clarify, gather information, or deepen understanding.	Student demonstrates <u>inconsistent</u> achievement within the standard.  Ask AND answer questions to clarify, gather information, or deepen understanding.	Student demonstrates <u>limited</u> achievement within the standard.
SL6 Produce complete sentences to provide requested detail or clarification	Student demonstrates <u>consistent</u> achievement within the standard.  Produce complete sentences to provide requested detail or clarification.	Student demonstrates <u>inconsistent</u> achievement within the standard.  Produce complete sentences to provide requested detail or clarification.	Student demonstrates <u>limited</u> achievement within the standard.



**Second Grade Standards Based Parent Report Card Rubric**  
**Quarter 3**  
**ELA**  
**pg. 3**

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Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
<b>Language</b>			
L4 Use an array of strategies to determine the meaning of unknown and multiple meaning words and phrases.  L4b. Determine the meaning of the new word formed when a known prefix is added to a known word.  L4c. Use a known root word as a clue to the meaning of an unknown word with the same root.	Student demonstrates <u>consistent</u> achievement within the standards.  Use word parts to determine meaning (prefix, root word, suffix).	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standards.  Use word parts to determine meaning (prefix, root word, suffix).	Student demonstrates <u>limited</u> achievement within the standards.
L1 f. Produce, expand, and rearrange complete simple and compound sentences	Student demonstrates <u>consistent</u> achievement within the standard.  Produce, expand, AND rearrange complete, simple, AND compound sentences.	Student demonstrates <u>inconsistent</u> or partial achievement within standard.  Produce, expand, OR rearrange complete simple AND compound sentences.	Student demonstrates <u>limited</u> or partial achievement within standard.
L1 Use nouns, pronouns verbs, adjectives, and adverbs  L1a. Use collective nouns L1c. Use reflexive pronouns	Student demonstrates <u>consistent</u> achievement within the standard.  Use collective nouns in writing. AND Use reflexive pronouns in writing.	Student demonstrates <u>inconsistent</u> or partials achievement within the standard.  Use collective nouns in writing. OR Use reflexive pronouns in writing.	Students demonstrates <u>limited</u> achievement within the standards.
L2c. Use an apostrophe to form contractions and frequently <del>occurring</del> <del>possessives</del> .	Student demonstrates <u>consistent</u> achievement within the standard.	Student demonstrates <u>inconsistent</u> or partials achievement within the standard.	Students demonstrates <u>limited</u> achievement within the standards.
<b>Writing</b>			
School determines the order of the genre. Place "X" on the report card for the genres that are not taught within the quarter.			
W3 Writes narratives with well-developed detail, temporal words, character development, and a sense of closure.	Student demonstrates consistent achievement within the standard. Write narratives with well-developed detail, temporal words, character development, AND a sense of closure.	Student demonstrates inconsistent or partial achievement within the standard. Write narratives with well-developed detail, temporal words, character development, OR a sense of closure.	Student demonstrates limited achievement within the standard.
OR W2 Write informative texts with topic introduction, facts and definitions, and a conclusion.	Student demonstrates consistent achievement within the standard. Write informative texts with topic introduction, facts and definitions, AND a conclusion.	Student demonstrates inconsistent or partial achievement within the standard. Write informative texts with topic introduction, facts and definitions, OR a conclusion.	Student demonstrates limited achievement within the standard.
OR W1 Write opinion pieces with an introduction, supportive reasons, linking words, and a conclusion.	Student demonstrates consistent achievement within the standard. Write opinion pieces with an introduction, supportive reasons, linking words, AND a conclusion.	Student demonstrates inconsistent or partial achievement within the standard. Write opinion pieces with an introduction, supportive reasons, linking words, OR a conclusion.	Student demonstrates limited achievement within the standard.
W5 Strengthens writing by prewriting, revising, and editing.	Student demonstrates consistent achievement within the standard. Strengthen writing by prewriting, revising, AND editing.	Student demonstrates inconsistent or partial achievement within the standard. Strengthen writing by prewriting, revising, OR editing.	Student demonstrates limited achievement within the standard.



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Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress Does Not Meet the Standard																																												
<b>Reading Foundational</b>																																															
RF3 Know and apply grade level phonics and word analysis skills in decoding words. RF3 a,b, <del>c</del> , <del>d</del> , <del>e</del> , <del>f</del>  a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams.	Student demonstrates consistent achievement within the standard. Read words with the following patterns: *long and short vowels *common vowel teams	Student demonstrates inconsistent or partial achievement within the standard. Read words with the following patterns: *long and short vowels *common vowel stems	Student demonstrates limited achievement within the standard.																																												
a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams.																																															
RF4 Read with sufficient accuracy to support comprehension <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td align="center">F&amp;P</td><td align="center">K</td></tr> <tr><td align="center" colspan="2">Quarter 2</td></tr> <tr><td align="center">F&amp;P</td><td align="center">L</td></tr> <tr><td align="center" colspan="2">Quarter 3</td></tr> <tr><td align="center">F&amp;P</td><td align="center">L/M</td></tr> <tr><td align="center" colspan="2">Quarter 4</td></tr> <tr><td align="center">F&amp;P</td><td align="center">M</td></tr> <tr><td align="center" colspan="2">Lexile Range</td></tr> <tr><td align="center" colspan="2">420L-650L</td></tr> </table>	Quarter 1		F&P	K	Quarter 2		F&P	L	Quarter 3		F&P	L/M	Quarter 4		F&P	M	Lexile Range		420L-650L		Student demonstrates consistent achievement within the standard. Independently read and comprehend grade-level text with appropriate: *purpose & understanding *accuracy *rate *expression *self-correction  <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td align="center">F&amp;P</td><td align="center">I</td></tr> <tr><td align="center" colspan="2">Lexile Range</td></tr> <tr><td align="center" colspan="2">420L-650L</td></tr> </table> Based on Instructional Level.	Quarter 1		F&P	I	Lexile Range		420L-650L		Student demonstrates inconsistent or partial achievement within the standard. Independently read and comprehend grade-level text with appropriate: *purpose & understanding *accuracy *rate *expression *self-correction  <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td align="center">F&amp;P</td><td align="center">L/M</td></tr> <tr><td align="center" colspan="2">Lexile Range</td></tr> <tr><td align="center" colspan="2">420L-650L</td></tr> </table> Based on Instructional Level.	Quarter 1		F&P	L/M	Lexile Range		420L-650L		Student demonstrates limited achievement within the standard. Independently read and comprehend grade-level text with appropriate: *purpose & understanding *accuracy *rate *expression *self-correction  <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td align="center" colspan="2">Quarter 1</td></tr> <tr><td align="center">F&amp;P</td><td align="center">M</td></tr> <tr><td align="center" colspan="2">Lexile Range</td></tr> <tr><td align="center" colspan="2">420L-650L</td></tr> </table> Based on Instructional Level.	Quarter 1		F&P	M	Lexile Range		420L-650L	
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<b>Literary and Informational Reading</b>																																															
RL1/RI1 Ask and answer questions to demonstrate understanding of key details in a text	Student demonstrates <u>consistent</u> achievement within the standard. Ask AND answer questions to demonstrate understanding of key details in a <u>literary</u> text. AND Ask AND answer questions to demonstrate understanding of key details in an informational text.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. AND Ask OR answer questions to demonstrate understanding of key details in a <u>literary</u> text.	Student demonstrates <u>limited</u> achievement within the standard.																																												
RL5 Describe the overall structure of a story	Student demonstrates consistent achievement within the standard. Identify the beginning, middle, and end of a story AND describe how the beginning introduces the story and how the ending concludes the action.	Student demonstrates inconsistent or partial achievement within the standard. Identify the beginning, middle, and end of a story OR describe how the beginning introduces the story and how the ending concludes the action.	Student demonstrates limited achievement within the standard.																																												