



Second Grade Standards Based Parent Report Card Rubric
Quarter 2
MATH
pg. 1

3+=Exceeds the standard—in addition to the 3, makes <u>applications and inferences</u> beyond expectations
--

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Extending Place Value Understanding			
Read and write numbers to 1000 2.NBT.3	Independently and accurately reads and writes numbers to 1000 using base-ten numerals, number names, <u>AND</u> expanded form.	Reads and writes numbers to 1000 using base-ten numerals, number names, <u>OR</u> expanded form (two of the three formats).	Demonstrates limited ability to read and write numbers to 1000.
Fluency with Addition and Subtraction Strategies			
Solves one- and two-step word problems 2.OA.1	Independently and accurately uses addition and subtraction to solve one-step word problems within 100 (adding to, taking from, putting together, taking apart, and comparing) with unknowns in all positions.	Demonstrates partial understanding of how to solve addition and subtraction one-step word problems (student may have difficulty interpreting the problem, choosing the correct operation, have errors in computation, etc.).	Demonstrates limited understanding of how to solve addition and subtraction one-step word problems.
Applies and explains mental math strategies to add and subtract within 20 2.OA.2, 2.NBT.9	Accurately explains, both verbally AND in writing, why addition and subtraction strategies work, using place value and the properties of operations.	Accurately explains, either verbally OR in writing, why addition and subtraction strategies work, using place value and the properties of operations.	Demonstrates limited ability to explain why addition and subtraction strategies work.
Measurement			
Measures the lengths of objects 2.MD.1	Independently and accurately measures the length of an object using appropriate tools	Demonstrates inconsistent accuracy when measuring the length of an object.	Shows limited understanding of measuring the length of an object.
Compares and relates different units of measurement 2.MD.2	Demonstrates consistent understanding of the relationships between different sized units used and the total length of the object measured.	Demonstrates inconsistent understanding of the relationships between different sized units used and the total length of the object measured.	Demonstrates limited understanding of the relationships between different sized units used and the total length of the object measured.
Estimates lengths 2.MD.3	Independently and accurately estimates length using units of inches, feet, centimeters, and meters.	Inconsistently estimates lengths using units of inches, feet, centimeters, and meters.	Demonstrates limited understanding of estimating lengths
Measures to compare lengths of objects 2.MD.4	Independently and accurately measures to determine how much longer one object is than another, using standard units of length.	Demonstrates partial understanding of how to measure and compare lengths of objects.	Demonstrates limited understanding of how to measure and compare lengths of objects.



Second Grade Standards Based Parent Report Card
Rubric Quarter 2
Reading
pg. 2

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

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



Second Grade Standards Based Parent Report Card
Rubric Quarter 2
Reading
pg. 3

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

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Language			
L4 Use an array of strategies to determine the meaning of unknown and multiple meaning words and phrases L4 a, b, c, d, e L4a. Use sentence-level context as a clue to the meaning of a word or phrase. L4d. Use knowledge of the meaning of individual words to predict the meaning of compound words. L4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	Student demonstrates <u>consistent</u> achievement within the standard. *Use context clues to determine meanings of words or phrases. *Use individual word meaning to determine meaning of compound words. *Use print and digital dictionaries and glossaries to clarify word meanings.	Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard. *Use context clues to determine meanings of words or phrases. *Use individual word meaning to determine meaning of compound words. *Use print and digital dictionaries and glossaries to clarify word meanings.	Student demonstrates <u>limited</u> achievement within the standard.
L1 Produce, expand, and rearrange complete simple and compound sentences L1f. Produce, expand, and rearrange complete simple and compound sentences	Student demonstrates <u>consistent</u> achievement within the standard. Produce, expand, AND rearrange complete <u>simple</u> sentences.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Produce, expand, OR rearrange complete <u>simple</u> sentences.	Student demonstrates <u>limited</u> achievement within the standard.
L1 Uses nouns, pronouns, verbs, adjectives, and adverbs L1 a, b, c, d, e L1b. Form and use frequently occurring irregular plural nouns. L1d. Form and use the past tense of frequently occurring irregular verbs.	Student demonstrates <u>consistent</u> achievement within the standard. Form irregular plural nouns AND irregular past tense verbs. AND Use irregular plural nouns AND irregular past tense verbs.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Form irregular plural nouns AND irregular past tense verbs. AND Use irregular plural nouns OR irregular past tense verbs.	Student demonstrates <u>limited</u> achievement within the standard.
L2 c. Use an apostrophe to form contractions and <u>frequently occurring possessives</u> .	Student demonstrates <u>consistent</u> achievement within the standard. Use possessives correctly.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Use possessives correctly.	Student demonstrates <u>limited</u> achievement within the standard.



Second Grade Standards Based Parent Report Card

Rubric Quarter 2

Reading

pg. 4

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
Writing 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 <u>consistent</u> achievement within the standard. Write narratives with well-developed detail, temporal words, character development, AND a sense of closure.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Write narratives with well-developed detail, temporal words, character development, OR a sense of closure.	Student demonstrates <u>limited</u> achievement within the standard.
OR W2 Write informative texts with topic introduction, facts and definitions, and a conclusion.	Student demonstrates <u>consistent</u> achievement within the standard. Write informative texts with topic introduction, facts and definitions, AND a conclusion.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Write informative texts with topic introduction, facts and definitions, OR a conclusion.	Student demonstrates <u>limited</u> achievement within the standard.
OR W1 Write opinion pieces with an introduction, supportive reasons, linking words, and a conclusion.	Student demonstrates <u>consistent</u> achievement within the standard. Write opinion pieces with an introduction, supportive reasons, linking words, AND a conclusion.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Write opinion pieces with an introduction, supportive reasons, linking words, OR a conclusion.	Student demonstrates <u>limited</u> achievement within the standard.
W5 Strengthens writing by prewriting, revising, and editing.	Student demonstrates <u>consistent</u> achievement within the standard. Strengthen writing by prewriting, revising, AND editing.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Strengthen writing by prewriting, revising, OR editing.	Student demonstrates <u>limited</u> achievement within the standard.



Second Grade Standards Based Parent Report Card
Rubric Quarter 2
Reading
pg. 5

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

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard																																												
Reading Foundational																																															
RF3 Know and apply grade level phonics and word analysis skills in decoding words in decoding words RF3 a,b,c,d,e,f a. Distinguish long and short vowels when reading regularly spelled one-syllable words b. Know spelling-sound correspondences for additional common vowel teams c. Decode regularly spelled two-syllable words with long vowels	Student demonstrates <u>consistent</u> achievement within the standard. Read words with the following patterns: *long and short vowels *common vowel teams *two-syllable words with long vowels	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Read words with the following patterns: *long and short vowels *common vowel teams *two-syllable words with long vowels	Student demonstrates <u>limited</u> achievement within the standard.																																												
RF4 Read with sufficient accuracy to support comprehension <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td align="center" colspan="2">Q1</td></tr> <tr><td align="center">F&P</td><td align="center">K</td></tr> <tr><td align="center" colspan="2">Q2</td></tr> <tr><td align="center">F&P</td><td align="center">L</td></tr> <tr><td align="center" colspan="2">Q3</td></tr> <tr><td align="center">F&P</td><td align="center">L</td></tr> <tr><td align="center" colspan="2">Q4</td></tr> <tr><td align="center">F&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	Q1		F&P	K	Q2		F&P	L	Q3		F&P	L	Q4		F&P	M	Lexile Range		420L-650L		Student demonstrates <u>consistent</u> 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">Q2</td></tr> <tr><td align="center">F&P</td><td align="center">L</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	Q2		F&P	L	Lexile Range		420L-650L		Student demonstrates <u>inconsistent</u> 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">Q2</td></tr> <tr><td align="center">F&P</td><td align="center">J-K</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	Q2		F&P	J-K	Lexile Range		420L-650L		Student demonstrates <u>limited</u> 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">Q2</td></tr> <tr><td align="center">F&P</td><td align="center">A-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	Q2		F&P	A-I	Lexile Range		420L-650L	
Q1																																															
F&P	K																																														
Q2																																															
F&P	L																																														
Q3																																															
F&P	L																																														
Q4																																															
F&P	M																																														
Lexile Range																																															
420L-650L																																															
Q2																																															
F&P	L																																														
Lexile Range																																															
420L-650L																																															
Q2																																															
F&P	J-K																																														
Lexile Range																																															
420L-650L																																															
Q2																																															
F&P	A-I																																														
Lexile Range																																															
420L-650L																																															



Second Grade Standards Based Parent Report Card

Rubric Quarter 2

Reading

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
Literary and Informational Reading			
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 <u>informational</u> text.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Ask OR answer questions to demonstrate understanding of key details in a <u>literary</u> text. AND Ask OR answer questions to demonstrate understanding of key details in an <u>informational</u> text.	Student demonstrates <u>limited</u> achievement within the standard.
RL2 Recount stories and determine their central message, lesson, or moral. Recount stories and determine their central message, lesson, or moral.	Student demonstrates <u>consistent</u> achievement within the standard. Recount stories in the correct logical sequence including: *characters *setting *a summary of the plot	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Recount stories in the correct logical sequence including: *characters *setting *a summary of the plot	Student demonstrates <u>limited</u> achievement within the standard.
RI2 Identify the main topic of informational text	Student demonstrates <u>consistent</u> achievement within the standard. Identify the main topic of a multi-paragraph text AND the specific paragraphs within the text.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Identify the main topic of a multi-paragraph text OR the specific paragraphs within the text.	Student demonstrated <u>limited</u> achievement within the standard.
RL5 Describe the overall structure of a story	Student demonstrates <u>consistent</u> 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 <u>inconsistent</u> 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 <u>limited</u> achievement within the standard.
RL6 Acknowledge differences in the points of view of characters	Student demonstrates <u>consistent</u> achievement within the standard. Identify who is telling the story AND identify the differences in the points of views of the characters.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Identify who is telling the story OR identify the differences in the points of views of the characters.	Student demonstrates <u>limited</u> achievement within the standard.