



Second Grade Standards Based Parent Report Card Rubric

Quarter 4

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 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	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.
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 strategies to add and subtract within 100 and within 1000, including: * Concrete models and drawings * Place value (ie: expanded form, adding up in chunks, etc.) * Properties of operations (ie: compensation doubles and near doubles, making a ten, etc.) * Relationship between addition and subtraction (ie: counting up, related facts, etc.)	Demonstrates inconsistent accuracy using strategies to add and subtract within 100 and 1000.	Demonstrates limited understanding of strategies used to add and subtract within 100 and 1000.
Adds up to four two-digit numbers 2.NBT.6	Independently and accurately adds up to four two-digit numbers using strategies based on place value and properties of operations.	Demonstrates inconsistent accuracy in adding up to four two-digit numbers.	Demonstrates limited understanding of adding up to four two-digit numbers.
Mentally adds and subtracts 10 and 100 2.NBT.8	Independently and accurately mentally adds and subtracts 10 and 100 to a given number from 100 – 900.	Demonstrates inconsistent ability to mentally add and subtract 10 and 100.	Relies on pictures or other representations to add and subtract 10 and 100.
Solves word problems involving money 2.MD.8	Independently and accurately solves word problems involving dollar bills and coins, using \$ and ¢ symbols appropriately.	Demonstrates inconsistent accuracy in solving word problems involving dollar bills and coins, using \$ and ¢ symbols appropriately.	Shows limited understanding of solving word problems involving dollar bills and coins.



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Geometry			
Recognizes and draws shapes 2.G.1	Independently and accurately recognizes and draws triangles, quadrilaterals (rectangles, squares, trapezoids), pentagons, hexagons, and cubes, when given specified attributes.	Inconsistently recognizes and draws required shapes when given specified attributes.	Demonstrates limited ability to recognize and draw required shapes when given specified attributes.
Partitions rectangles into rows and columns to find the total number of squares 2.G.2	Independently and accurately partitions rectangles into rows and columns of same-size squares and counts to find the total number of them.	Inconsistently partitions rectangles into rows and columns of same-size squares and counts to find the total number of them.	Demonstrates limited ability to partition rectangles into rows and columns of same-size squares and counts to find the total number of them.
Partitions circles and rectangles into equal shares and describes as halves, thirds, fourths. 2.G.3	Independently and accurately: <ul style="list-style-type: none"> * partitions circles and rectangles into two, three, or four equal parts. * describes those parts using correct fraction vocabulary. * describes the whole as a collection of all equal parts. * recognizes that equal parts of identical wholes do not need to have the same shape. 	Inconsistently demonstrates understanding of fractional parts of circles and rectangles.	Demonstrates limited understanding of fractional parts of circles and rectangles.



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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
Speaking and Listening			
SL2 Recount or describe key details from information presented orally	Student demonstrates consistent achievement within the standard. Recount or describe key details from information presented orally.	Student demonstrates inconsistent or partial achievement within the standard. Recount or describe key details from information presented orally.	Student demonstrates limited achievement within the standard.
SL3 Ask and answer questions to clarify comprehension, gather information, or deepen understanding	Student demonstrates consistent achievement within the standard. Ask AND answer questions to clarify, gather information, or deepen understanding.	Student demonstrates inconsistent or partial achievement within the standard. *Ask OR answer questions to clarify, gather information, or deepen understanding.	Student demonstrates limited achievement within the standard.
SL6 Produce complete sentences to provide requested detail or clarification	Student demonstrates consistent achievement within the standard. Produce complete sentences to provide requested detail or clarification.	Student demonstrates inconsistent or partial achievement within the standard. Produce complete sentences to provide requested detail or clarification.	Student demonstrates limited achievement within 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. L4 b. Determine the meaning of the new word formed when a known prefix is added to a known word. L4 c. Use a known root word as a clue to the meaning of an unknown word with the same root. 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 consistent achievement within the standard. *Use context clues to determine meanings of words or phrases. *Use word parts to determine meaning (prefix, root word, suffix). *Use individual word meaning to determine meaning of compound words. *Use print and digital dictionaries and glossaries to clarify word meanings.	Student demonstrates inconsistent or partial achievement within the standard. *Use context clues do determine meanings of words or phrases. *Use word parts to determine meaning (prefix, root word, suffix). *Use individual word meaning to determine meaning of compound words. *Use print and digital dictionaries and glossaries to clarify word meanings.	Student demonstrates limited achievement within the standard.
L1 f. Produce, expand, and rearrange complete simple and compound sentences	Student demonstrates consistent achievement within the standard. Produce, expand, AND rearrange complete simple AND compound sentences.	Student demonstrates inconsistent or partial achievement within the standard. Produce, expand, OR rearrange complete simple AND compound sentences.	Student demonstrates limited achievement within the standard.
Use nouns, pronouns, verbs, adjectives, and adverbs L1 a, b, c, d, e L1 a. Use collective nouns. L1 b. Form and use frequently occurring irregular plural nouns. L1 c. Use reflexive pronouns. L1 d. Form and use the past tense of frequently occurring irregular verbs. L1 e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Student demonstrates consistent achievement within the standard. *Use collective nouns. *Form and use frequently occurring irregular plural nouns. *Use reflexive pronouns. *Form and use the past tense of frequently occurring irregular verbs. *Use adjectives and adverbs, and choose between them depending on what is to be modified.	Student demonstrates inconsistent or partial achievement within the standard. *Use collective nouns. *Form and use frequently occurring irregular plural nouns. *Use reflexive pronouns. *Form and use the past tense of frequently occurring irregular verbs. *Use adjectives and adverbs, and choose between them depending on what is to be modified.	Student demonstrates limited achievement within the standard.



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Language			
L2 a. Capitalize holidays, product names, and geographic names.	Student demonstrates consistent achievement within the standard. Capitalize holidays, product names, and geographic names.	Student demonstrates inconsistent partial achievement within the standard. Capitalize holidays, product names, and geographic names.	Student demonstrates limited achievement within the standard.
L2 c. Use an apostrophe to form contractions and frequently occurring possessives.	Student demonstrates <u>consistent</u> achievement within the standard. Use contractions AND possessives correctly.	Student demonstrates inconsistent or partial achievement within the standard. Use contractions AND possessives correctly.	Student demonstrates limited achievement within the standard.

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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 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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Reading Foundational

<p>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. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Student demonstrates consistent achievement within the standard. Read words with the following patterns: *long and short vowels *common vowel teams *two-syllable words with long vowels *common prefixes and suffixes vowels *inconsistent but common spelling-sounds *common prefixes and suffixes *inconsistent but common spelling-sounds *grade-appropriate irregularly spelled words</p>	<p>Student demonstrates inconsistent 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 *common prefixes and suffixes vowels *inconsistent but common spelling-sounds *grade-appropriate irregularly spelled words</p>	<p>Student demonstrates limited achievement within the standard.</p>
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<p>RF4 Read with sufficient accuracy to support comprehension</p> <table border="1" data-bbox="99 989 456 1356"> <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> <p align="center">Based on Instructional Level</p>	Q1		F&P	K	Q2		F&P	L	Q3		F&P	L	Q4		F&P	M	Lexile Range		420L-650L		<p>Student demonstrates consistent achievement within the standard. Independently read and comprehend grade-level text with appropriate: *purpose & understanding *accuracy *rate *expression *self-correction</p> <table border="1" data-bbox="505 1276 813 1419"> <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> <p align="center">Based on Instructional Level</p>	Q4		F&P	M	Lexile Range		420L-650L		<p>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</p> <table border="1" data-bbox="894 1293 1146 1436"> <tr><td align="center" colspan="2">Q4</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> <p align="center">Based on Instructional Level</p>	Q4		F&P	L	Lexile Range		420L-650L		<p>Student demonstrates limited achievement within the standard. Independently read and comprehend grade-level text with appropriate: *purpose & understanding *accuracy *rate *expression *self-correction</p> <table border="1" data-bbox="1211 1276 1503 1419"> <tr><td align="center" colspan="2">Q4</td></tr> <tr><td align="center">F&P</td><td align="center">A-K</td></tr> <tr><td align="center" colspan="2">Lexile Range</td></tr> <tr><td align="center" colspan="2">420L-650L</td></tr> </table> <p align="center">Based on Instructional Level</p>	Q4		F&P	A-K	Lexile Range		420L-650L	
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Literary and Informational Reading

<p>RL1/RI1 Ask and answer questions to demonstrate understanding of key details in a text</p>	<p>Student demonstrates consistent 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.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard. Ask OR answer questions to demonstrate understanding of key details in a literary text. AND Ask OR answer questions to demonstrate understanding of key details in an informational text.</p>	<p>Student demonstrates limited achievement within the standard.</p>
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RL2 Recount stories and determine their central message, lesson, or moral. Recount stories and determine their central message, lesson, or moral.	Student demonstrates consistent achievement within the standard. Recount stories in the correct logical sequence including: *characters *setting *a summary of the plot AND Determine the central message, lesson, or moral of a story.	Student demonstrates inconsistent or partial achievement within the standard. Recount stories in the correct logical sequence including: *characters *setting *a summary of the plot AND Determine the central message, lesson, or moral of a story.	Student demonstrates limited achievement within the standard.
RI2 Identify the main topic of informational text	Student demonstrates consistent achievement within the standard. Identify the main topic of a multi-paragraph text AND the specific paragraphs within the text.	Student demonstrates inconsistent or partial achievement within the standard. Identify the main topic of a multi-paragraph text OR the specific paragraphs within the text.	Student demonstrates limited 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 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.
RI5 Use text features to locate information	Student demonstrates consistent achievement within the standard. Identify various text features AND use them to locate information efficiently.	Student demonstrates inconsistent or partial achievement within the standard. Identify various text features OR use them to locate information efficiently.	Student demonstrates limited achievement within the standard.
RL6 Acknowledge differences in the points of view of characters	Student demonstrates consistent achievement within the standard. Identify who is telling the story AND identify the differences in the points of view 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 view of the characters.	Student demonstrates limited achievement within the standard.
RL9/RI9 Compare and contrast two text RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures. RI2.9 Compare and contrast the most important points presented by two texts on the same topic.	Student demonstrates consistent achievement within the standard. Compare and contrast two or more versions of the same story by different authors or from different cultures. AND Compare and contrast the most important points presented by two informational texts on the same topic.	Student demonstrates inconsistent or partial achievement within the standard. Compare and contrast two or more versions of the same story by different authors or from different cultures. OR Compare and contrast the most important points presented by two informational texts on the same topic.	Student demonstrates limited achievement within the standard.