

**Second Grade Standards Based Report Card Rubric
QUARTER 1**

Standard	3 Meets the Standard Consistently	2 Progressing Toward Meeting the Standard	1 Limited Progress or Does Not Meet the Standard
Standards for Mathematical Practice			
SMP.1 Make sense of problems and persevere in solving them.	<p align="center">Consistently and independently demonstrates the practice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • asking them self, “Does this make sense?” If not, student reevaluates and changes course when necessary. • developing a plan to solve the problem. • displaying evidence to illustrate their understanding of the problem. <p>Student may also:</p> <ul style="list-style-type: none"> • check their answers with multiple strategies. • analyze their work and the work of others and prescribing solutions when they find errors. • find connections between different approaches or strategies. 	<p align="center">Occasionally demonstrates the practice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • asking them self, “Does this make sense?” If not, student reevaluates and changes course when necessary. • developing a plan to solve the problem. • displaying evidence to illustrate their understanding of the problem. <p>Student may also:</p> <ul style="list-style-type: none"> • check their answers with multiple strategies. • analyze their work and the work of others and prescribing solutions when they find errors. • find connections between different approaches or strategies. 	<p align="center">Rarely demonstrates the practice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • asking them self, “Does this make sense?” If not, student reevaluates and changes course when necessary. • developing a plan to solve the problem. • displaying evidence to illustrate their understanding of the problem. <p>Student may also:</p> <ul style="list-style-type: none"> • check their answers with multiple strategies. • analyze their work and the work of others and prescribing solutions when they find errors. • find connections between different approaches or strategies.
SMP.3 Construct viable arguments and critique the reasoning of others. <i>(Explains and justifies strategies used to solve problems.)</i>			
SMP.4 Model with mathematics. <i>(Solves every day mathematical problems using tools such as manipulatives, diagrams, and equations.)</i>	<p align="center">Consistently demonstrates the practice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • using tools like manipulatives, illustrations, diagrams, charts, and graphs to make sense of problems. • translating word problems and real-world contexts into mathematical problems. • using numbers and operations to describe the world. 	<p align="center">Occasionally demonstrates the practice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • using tools like manipulatives, illustrations, diagrams, charts, and graphs to make sense of problems. • translating word problems and real-world contexts into mathematical problems. • using numbers and operations to describe the world. 	<p align="center">Rarely demonstrates the practice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • using tools like manipulatives, illustrations, diagrams, charts, and graphs to make sense of problems. • translating word problems and real-world contexts into mathematical problems. • using numbers and operations to describe the world.

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<i>Standards for Mathematical Practice (continued)</i>			
SMP.6 Attend to precision. <i>(Computes and communicates accurately.)</i>	<p style="text-align: center;">Consistently and independently demonstrates the practice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • carefully formulating explanations that communicate their reasoning. • clearly explaining their representations using mathematical vocabulary. • calculating accurately and efficiently. • using symbols accurately. • accurately labeling parts of graphs. • accurately specifying units of measure. 	<p style="text-align: center;">Occasionally demonstrates the practice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • carefully formulating explanations that communicate their reasoning. • clearly explaining their representations using mathematical vocabulary. • calculating accurately and efficiently. • using symbols accurately. • accurately labeling parts of graphs. • accurately specifying units of measure. 	<p style="text-align: center;">Rarely demonstrates the practice.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • carefully formulating explanations that communicate their reasoning. • clearly explaining their representations using mathematical vocabulary. • calculating accurately and efficiently. • using symbols accurately. • accurately labeling parts of graphs. • accurately specifying units of measure.
<i>Extending Place Value Understanding</i>			
Understands and compares values of three-digit numbers 2.NBT.1, 4	<p>Independently and accurately demonstrates ALL of the following:</p> <ul style="list-style-type: none"> • understands that 100 can be thought of as ten tens and that the multiples of 100 (100, 200, ... 900) refer to bundles of hundreds (and 0 tens and 0 ones) • uses the meanings of the hundreds, tens and ones to compare three-digit numbers using the symbols $>$, $=$, $<$ 	<p>Inconsistently demonstrates ANY of the following:</p> <ul style="list-style-type: none"> • understands that 100 can be thought of as ten tens and that the multiples of 100 (100, 200, ... 900) refer to bundles of hundreds (and 0 tens and 0 ones) • uses the meanings of the hundreds, tens and ones to compare three-digit numbers using the symbols $>$, $=$, $<$ 	<p>Demonstrates limited understanding and use of ALL of the following:</p> <ul style="list-style-type: none"> • understands that 100 can be thought of as ten tens and that the multiples of 100 (100, 200, ... 900) refer to bundles of hundreds (and 0 tens and 0 ones) • uses the meanings of the hundreds, tens and ones to compare three-digit numbers using the symbols $>$, $=$, $<$
Read and write numbers to 1000 2.NBT.3	<p>Independently and accurately reads and writes numbers to 1000 using base-ten numerals, number names, AND expanded form.</p>	<p>Reads and writes numbers to 1000 using base-ten numerals, number names, OR expanded form (two of the three formats).</p>	<p>Demonstrates limited ability to read and write numbers to 1000.</p>

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<i>Fluency with Addition and Subtraction Strategies</i>			
Solves one- and two-step word problems 2.OA.1			
Applies and explains mental math strategies to add and subtract within 20 2.OA.2 2.NBT.9	Independently and accurately adds and subtracts within 20 , using multiple strategies such as: counting on, making a ten, decomposing a number leading to a ten, relating addition to subtraction, using easier known sums (doubles and doubles +1), and applies the commutative property.	Relies heavily on a limited collection of strategies (three or fewer) to solve addition and subtraction problems within 20 .	Demonstrates limited understanding of strategies to correctly solve addition and subtraction problems within 20 (student may rely primarily on one strategy, such as base ten blocks, drawing a picture, or expanded form).
Uses models, drawings, strategies, and properties to add and subtract within 100 and within 1000 2.NBT.5 2.NBT.7			
Adds four two-digit numbers 2.NBT.6			
Mentally adds and subtracts 10s and 100s 2.NBT.8			
Solves word problems involving money 2.MD.8			
<i>Measurement</i>			
Measures the lengths of objects 2.MD.1			

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Measurement <i>(continued)</i>			
Compares and relates different units of measurement 2.MD.2			
Estimates lengths 2.MD.3			
Measures to compare lengths of objects 2.MD.4			
Geometry			
Recognizes and draws shapes 2.G.1			
Partitions rectangles into rows and columns to find the total number of squares 2.G.2			
Partitions circles and rectangles into equal shares and describes as halves, thirds, fourths. 2.G.3			