<table>
<thead>
<tr>
<th>Standard</th>
<th>3 Meets the Standard Consistently</th>
<th>2 Progressing Toward Meeting the Standard</th>
<th>1 Limited Progress or Does Not Meet the Standard</th>
</tr>
</thead>
</table>
| **SMP.1** Make sense of problems and persevere in solving them. | Consistently and independently demonstrates the practice. Evidence may include:  
• 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. Student may also:  
• 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. | Occasionally demonstrates the practice. Evidence may include:  
• 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. Student may also:  
• 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. | Rarely demonstrates the practice. Evidence may include:  
• 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. Student may also:  
• 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. *(Explains and justifies strategies used to solve problems.)* | Consistently demonstrates the practice. Evidence may include:  
• 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. | Occasionally demonstrates the practice. Evidence may include:  
• 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. | Rarely demonstrates the practice. Evidence may include:  
• 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. |
| **SMP.4** Model with mathematics. *(Solves every day mathematical problems using tools such as manipulatives, diagrams, and equations.)* | Consistently demonstrates the practice. Evidence may include:  
• 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. | Occasionally demonstrates the practice. Evidence may include:  
• 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. | Rarely demonstrates the practice. Evidence may include:  
• 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. |
### Second Grade Standards Based Report Card Rubric

**QUARTER 1**

<table>
<thead>
<tr>
<th>Standard</th>
<th>3 Meets the Standard Consistently</th>
<th>2 Progressing Toward Meeting the Standard</th>
<th>1 Limited Progress or Does Not Meet the Standard</th>
</tr>
</thead>
</table>

**Standards for Mathematical Practice** (continued)

**SMP.6**

*Attend to precision.* *(Computes and communicates accurately.)*

- Consistently and independently demonstrates the practice.
  - Evidence may include:
    - 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.

- Occasionally demonstrates the practice.
  - Evidence may include:
    - 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.

- Rarely demonstrates the practice.
  - Evidence may include:
    - 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.

**Extending Place Value Understanding**

**Understands and compares values of three-digit numbers**

2.NBT.1, 4

- Independently and accurately demonstrates ALL of the following:
  - 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 >, =, <

- Inconsistently demonstrates ANY of the following:
  - 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 >, =, <

- Demonstrates limited understanding and use of ALL of the following:
  - 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

- Independently and accurately reads and writes numbers to 1000 using base-ten numerals, number names, **AND** expanded form.

- Reads and writes numbers to 1000 using base-ten numerals, number names, **OR** expanded form (two of the three formats).

- Demonstrates limited ability to read and write numbers to 1000.
<table>
<thead>
<tr>
<th>Standard</th>
<th>3 Meets the Standard Consistently</th>
<th>2 Progressing Toward Meeting the Standard</th>
<th>1 Limited Progress or Does Not Meet the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency with Addition and Subtraction Strategies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solves one- and two-step word problems 2.OA.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies and explains mental math strategies to add and subtract within 20 2.OA.2 2.NBT.9</td>
<td>Independently and accurately adds and subtracts <strong>within 20</strong>, 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.</td>
<td>Relies heavily on a limited collection of strategies (three or fewer) to solve addition and subtraction problems <strong>within 20</strong>.</td>
<td>Demonstrates limited understanding of strategies to correctly solve addition and subtraction problems <strong>within 20</strong> (student may rely primarily on one strategy, such as base ten blocks, drawing a picture, or expanded form).</td>
</tr>
<tr>
<td>Uses models, drawings, strategies, and properties to add and subtract within 100 and within 1000 2.NBT.5 2.NBT.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adds four two-digit numbers 2.NBT.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentally adds and subtracts 10s and 100s 2.NBT.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solves word problems involving money 2.MD.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measures the lengths of objects 2.MD.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Second Grade Standards Based Report Card Rubric
QUARTER 1

<table>
<thead>
<tr>
<th>Standard</th>
<th>3 Meets the Standard Consistently</th>
<th>2 Progressing Toward Meeting the Standard</th>
<th>1 Limited Progress or Does Not Meet the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurement (continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compares and relates different units of measurement 2.MD.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimates lengths 2.MD.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measures to compare lengths of objects 2.MD.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Geometry**

<table>
<thead>
<tr>
<th>Standard</th>
<th>3 Meets the Standard Consistently</th>
<th>2 Progressing Toward Meeting the Standard</th>
<th>1 Limited Progress or Does Not Meet the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes and draws shapes 2.G.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partitions rectangles into rows and columns to find the total number of squares 2.G.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partitions circles and rectangles into equal shares and describes as halves, thirds, fourths 2.G.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>