

**Second Grade Standards Based Report Card Rubric
QUARTER 2**

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			
<p>SMP.1 Make sense of problems and persevere in solving them.</p>	<p>Consistently demonstrates the practice. 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>Occasionally demonstrates the practice. 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>Rarely demonstrates the practice. 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>SMP.3 Construct viable arguments and critique the reasoning of others. <i>(Explains and justifies strategies used to solve problems.)</i></p>	<p>Consistently demonstrates the practice. Evidence may include:</p> <ul style="list-style-type: none"> • constructing mathematical arguments that offer solutions to math problems and explain the reasoning they used. • using objects, drawings, diagrams, or actions to demonstrate those mathematical arguments. • using a logical progression of statements to communicate their explanations. • listening to the arguments of others and ask useful questions to clarify or improve those arguments. 	<p>Occasionally demonstrates the practice. Evidence may include:</p> <ul style="list-style-type: none"> • constructing mathematical arguments that offer solutions to math problems and explain the reasoning they used. • using objects, drawings, diagrams, or actions to demonstrate those mathematical arguments. • using a logical progression of statements to communicate their explanations. • listening to the arguments of others and ask useful questions to clarify or improve those arguments. 	<p>Rarely demonstrates the practice. Evidence may include:</p> <ul style="list-style-type: none"> • constructing mathematical arguments that offer solutions to math problems and explain the reasoning they used. • using objects, drawings, diagrams, or actions to demonstrate those mathematical arguments. • using a logical progression of statements to communicate their explanations. • listening to the arguments of others and ask useful questions to clarify or improve those arguments.

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Standards for Mathematical Practice <i>(continued)</i>			
SMP.4 Model with mathematics. <i>(Solves every day mathematical problems using tools such as manipulatives, diagrams, and equations.)</i>	Consistently demonstrates the practice. Evidence may include: <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. 	Occasionally demonstrates the practice. Evidence may include: <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. 	Rarely demonstrates the practice. Evidence may include: <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.
SMP.6 Attend to precision. <i>(Computes and communicates accurately.)</i>	Consistently demonstrates the practice. Evidence may include: <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. 	Occasionally demonstrates the practice. Evidence may include: <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. 	Rarely demonstrates the practice. Evidence may include: <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.
Extending Place Value Understanding			
Understands and compares values of three-digit numbers 2.NBT.1, 4			

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<i>Extending Place Value Understanding (continued)</i>			
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.
<i>Fluency with Addition and Subtraction Strategies</i>			
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.
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"> • Place value (ie: expanded form, base ten blocks, 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.) 	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).

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Fluency with Addition and Subtraction Strategies <i>(continued)</i>			
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.
Measurement			
Measures the lengths of objects 2.MD.1			
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			

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<i>Geometry (continued)</i>			
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			