

**Second Grade Standards Based Report Card Rubric
QUARTER 3**

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 asking 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 asking 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 asking 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			
Read and write numbers to 1000 2.NBT.3			

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<i>Fluency with Addition and Subtraction Strategies</i>			
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 one-step AND 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	Demonstrates fluency with mental addition and subtraction strategies for sums within 20, and explains, both verbally AND in writing, why the strategies work, using place value and the properties of operations.	Demonstrates fluency with mental addition and subtraction strategies for sums within 20, and explains, either verbally OR in writing, why the strategies work, using place value and the properties of operations.	Demonstrates limited ability to apply and explain why the 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			
Adds up to four two-digit numbers 2.NBT.6			
Mentally adds and subtracts 10 and 100 2.NBT.8			
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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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.
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.

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Geometry <i>(continued)</i>			
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.