2nd Grade Standards-Based Report Card Rubric – Second Grade

Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Uses science and engineering practices and reasoning skills to explore and understand matter	**S2P1**	Even with teacher support, does not -Ask questions to describe and classify different objects according to their physical properties. -Construct an explanation for how structures made from small pieces. -Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible.	With teacher support, does -Ask questions to describe and classify different objects according to their physical properties. -Construct an explanation for how structures made from small pieces. -Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible.	-Ask questions to describe and classify different objects according to their physical properties. -Construct an explanation for how structures made from small pieces. -Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible.	Student independently -Ask questions to describe and classify different objects according to their physical properties. -Construct an explanation for how structures made from small pieces. -Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible.	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q2
Uses science and engineering practices and reasoning skills to explore and understand forces (Pushes and Pulls)	**S2P2**	Even with teacher support, does not -Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object	With teacher support, does -Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object	-Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object -Design a device to change the speed of an object	Student independently -Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object -Design a device to change the speed of an object	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment	Q2

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		-Design a device to change the speed of an object - Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).	-Design a device to change the speed of an object - Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).	- Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).	- Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).	Probes, Teacher Observations, Presentations	
Uses science and engineering practices and reasoning skills to explore and understand sun, stars and moon(Night Sky)	**S2E1** **S2E2**	Even with teacher support, does not -Ask questions to describe the physical attributes (size and brightness) of stars. -Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day. -Design and build a structure that demonstrates how shadows change throughout the day. -Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons. -Use data from personal observations to describe, illustrate, and	With teacher support, does -Ask questions to describe the physical attributes (size and brightness) of stars. -Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day. -Design and build a structure that demonstrates how shadows change throughout the day. -Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons.	-Ask questions to describe the physical attributes (size and brightness) of stars. -Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day. -Design and build a structure that demonstrates how shadows change throughout the day. -Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons.	Student independently -Ask questions to describe the physical attributes (size and brightness) of stars. -Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day. -Design and build a structure that demonstrates how shadows change throughout the day. -Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons. -Use data from personal observations to describe, illustrate, and predict how the appearance of	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q3

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		predict how the appearance of the moon changes over time in a pattern.	-Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.	-Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.	the moon changes over time in a pattern		
Uses science and engineering practices and reasoning skills to explore and understand seasonal changes/life cycles	**S2L1**	Even with teacher support, does not -Develop models to identify the parts of a plant—root, stem, leaf, and flower. - Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). - Design a solution to ensure that a plant or animal has all of its needs met	With teacher support, does -Develop models to identify the parts of a plant—root, stem, leaf, and flower. - Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). - Design a solution to ensure that a plant or animal has all of its needs met	-Develop models to identify the parts of a plant—root, stem, leaf, and flower. - Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). - Design a solution to ensure that a plant or animal has all of its needs met	Student independently --Develop models to identify the parts of a plant—root, stem, leaf, and flower. - Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). - Design a solution to ensure that a plant or animal has all of its needs met	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q3

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