# Mathematics Standards-Based Report Card Rubric – Second Grade

| Domain: Numbers and Operation in Base Ten | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Indicator** | **Standard** | **1 – Beginner Learner** | **2 – Developing Learner** | **3 – Proficient Learner** | **4 – Distinguished Learner** | **Evidence** | **Assessed** |
| Understands & models place value to 1000 (read, write, count) including skip-count by 5s, 10s, and 100s | **NBT1 NBT2 NBT3** | Student demonstrated limited understanding **OR** independently and consistently demonstrates **ONE** of the following:<br><br>Understands that three digits of a three-digit number represent amounts of hundreds, tens, and ones;<br>**OR**<br>does not understands the following as special cases: a) 100 can be thought of as a bundle of ten tens-called a "hundred" b) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds<br>**OR**<br>Counts within 1000; skip count by 5s, 10s, and 100s<br>**OR**<br>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form<br>**OR**<br>Represent numbers using a variety of models, diagrams, strategies and number sentences | Student independently and consistently demonstrates **THREE** of the following:<br><br>Understands that three digits of a three-digit number represent amounts of hundreds, tens, and ones;<br>**OR**<br>Understands the following as special cases: a) 100 can be thought of as a bundle of ten tens-called a "hundred" b) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds<br>**OR**<br>Counts within 1000; skip count by 5s, 10s, and 100s<br>**OR**<br>Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form<br>**OR**<br>Represents numbers using a variety of strategies, models, diagrams, and number sentences | Student independently and consistently demonstrates **ALL** of the following:<br><br>Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones;<br>**AND**<br>Understands the following as special cases: a) 100 can be thought of as a bundle of ten tens-called a "hundred" b) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds<br>**AND**<br>Counts within 1000; skip count by 5s, 10s, and 100s<br>**AND**<br>Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form<br>**AND**<br>Represents numbers using a variety of models, diagrams, and number s | Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column **AND** understands, models and uses place value understanding beyond 1000<br><br>**Example:** The student can recognize and articulate that there are 867 tens in all of the number 8679 They can also identify that there are 86 hundreds in the same number Students can model this number using base ten blocks<br><br>*Consistently and independently does all of meets and can do the same with numbers beyond one thousand* | See NBT Assessment Folder | <span style="color:red">Q1*</span><br>Q2, Q3, Q4 |

# Mathematics Standards-Based Report Card Rubric – Second Grade

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| Compares three digit numbers using symbol (>, <, =) | NBT4 | Student compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons | Student compares two three-digit numbers, with teacher assistance, based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons | Student compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons | Student demonstrates mastery of everything in "proficient learner" **AND** is able to compare four-digit and five-digit numbers based on meanings of the ten thousands, thousands, hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons | See NBT Assessment Folder | Q1*<br>Q2, Q3, Q4 |
| Add and subtract within 100 using strategies | NBT5 | Student cannot fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | Student inconsistently demonstrate understanding of adding and subtracting within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. The student has not yet acquired fluency and flexibility with the use of strategies to compute. | Student independently and consistently uses fluency and comprehension of quantity to add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (See Number Talks grade-level specific strategies) | Student independently and consistently demonstrates mastery of everything in the "proficient learner" column **AND** Use at least two different mental strategies to solve addition or subtraction problems with two-digit whole numbers | See NBT Assessment Folder<br><br><br>Fluency is not about how fast a student is, but how flexible he/she is with strategies used to compute | Q2*<br>Q3, Q4 |
| Add up to four two-digit numbers using strategies based on place value and properties of operations. | NBT6 | Student can add **two** two-digit numbers using strategies based on place value and properties of operations **OR** student cannot add two-digit numbers using strategies based on place value and properties of operations of operations | Student can add **three** two-digit numbers using strategies based on place value and properties of operations. | Student can add **four** two-digit numbers using strategies based on place value and properties of operations. | Student independently and consistently demonstrates mastery of everything in the "proficient learner" column **AND** can add three- digit numbers using strategies based on place value and properties of operations. | See NBT Assessment Folder | Q3*<br>Q4 |
| Uses place value & properties of operations to add & subtract within 1000 | NBT7<br>NBT8<br>NBT9 | Student demonstrated limited understanding **OR** does not understand the following : | Student independently and consistently demonstrates **TWO** of the following: | Student independently and consistently demonstrates **ALL** of the following: | Student independently and consistently demonstrates mastery of everything in the | See NBT Assessment Folder | Q3*<br>Q4 |

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| | | 1) Add and subtract within 1000, using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to the written method. **OR** 2) Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **OR** 3) Mentally add 10 to 100 to a given numbers 100 through 900, and mentally subtract 10 or 100 from a given number 100 through 900. **OR** 47) Explain why addition and subtraction strategies work, using place value and the properties of operations | 1) Add and subtract within 1000, using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to the written method. **OR** 2) Understand that in adding or subtracting three-digit numbers, one adds or subtracts **OR** hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **OR** 3) Mentally add 10 to 100 to a given numbers 100 through 900, and mentally subtract 10 or 100 from a given number 100 through 900. **OR** 4) Explain why addition and subtraction strategies work, using place value and the properties of operations | 1) Add and subtract within 1000, using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to the written method. **AND** 2) Understand that in adding or subtracting three-digit numbers, one adds or subtracts **AND** hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **AND** 3) Mentally add 10 to 100 to a given numbers 100 through 900, and mentally subtract 10 or 100 from a given number 100 through 900. **AND** 4) Explain why addition and subtraction strategies work, using place value and the properties of operations | "proficient learner" column **AND** use at least two different mental strategies to solve problems involving addition and subtraction beyond 1000 | | |

# Mathematics Standards-Based Report Card Rubric – Second Grade

| Domain: Operations and Algebraic Thinking | | | | | | | |
|---|---|---|---|---|---|---|---|
| Indicator | Standard | 1 – Beginner Learner | 2 – Developing Learner | 3 – Proficient Learner | 4 – Distinguished Learner | Evidence | Assessed |
| Represents & solves problems involving addition/ subtraction within 100 | OA1 | Student use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions | With teacher assistance, student use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions | Student use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions | Student use addition and subtraction within 1000 to solve one- and two-step word problems with unknowns in all positions (NOTE: situations of adding to, taking from, putting together, taking apart, and comparing) | See OA Assessment Folder | Q2* Q3, Q4 |
| Add and subtract within 20 using mental math strategies | OA2 | Student cannot add and subtract within 20 using mental strategies. The student has limited mental strategies to add or subtract within 20 | Student adds or subtracts within 20 using mental strategies. The student is not flexible with the use of strategies to compute within 20. | Student adds and subtracts within 20 using at least two mental strategies (as defined in Number Talks strategy descriptions) | Uses two or more mental strategies (as defined in Number Talks strategy descriptions) to add and subtract a one-digit number with a two-digit numbers | See OA Assessment Folder | Q2* Q3, Q4 |
| Works with equal groups of objects and rectangular arrays to gain foundations for multiplication | OA3 OA4 | Student demonstrated limited understanding **OR** does not understand the following :<br><br>(1) Determine whether a group of objects (up to 20) has an odd or even number of members **OR** (2) use addition to find the total number of objects arranged by rectangular arrays with up to 5 rows and up to 5 columns **OR** 3) write an equation to express an even number as a sum of two equal addends | Student independently and consistently demonstrates **ONE** of the following:<br><br>(1) Determine whether a group of objects (up to 20) has an odd or even number of members **AND** (2) use addition to find the total number of objects arranged by rectangular arrays with up to 5 rows and up to 5 columns **AND** 3) write an equation to express an even number as a sum of two equal addends | Student independently and consistently demonstrates **ALL** of the following:<br><br>(1) Determine whether a group of objects (up to 20) has an odd or even number of members **AND** (2) use addition to find the total number of objects arranged by rectangular arrays with up to 5 rows and up to 5 columns **AND** 3) write an equation to express an even number as a sum of two equal addends | Student independently and consistently demonstrates mastery of everything in the "proficient learner" column **AND**<br><br>(1) Determine whether a group of objects (up to 100) has an odd or even number of members **AND** (2) use addition to find the total number of objects arranged by rectangular arrays with up to 10 rows and up to 10 columns **AND** 3) write an equation to express an even number as a sum of two equal addends | See OA Assessment Folder | Q4* |

# Mathematics Standards-Based Report Card Rubric – Second Grade

| Domain: Measurement and Data | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Indicator** | **Standard** | **1 – Beginner Learner** | **2 – Developing Learner** | **3 – Proficient Learner** | **4 – Distinguished Learner** | **Evidence** | **Assessed** |
| Measures & estimates lengths in standard units using appropriate tools | **MD1** **MD2** **MD3** **MD4** | Student demonstrated limited understanding **OR** does not understand the following : <br><br> Measure the length of an object by selecting and using appropriate tools 1) Measure the length of an object twice, using length units of different lengths for the two measurements. 2) Estimate lengths using units of inches, feet, centimeters, and meters. 3) Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 4) Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. | Student independently and consistently demonstrates **TWO** of the following: <br><br> Measure the length of an object by selecting and using appropriate tools 1) Measure the length of an object twice, using length units of different lengths for the two measurements. 2) Estimate lengths using units of inches, feet, centimeters, and meters. 3) Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 4) Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. | Student independently and consistently demonstrates **ALL** of the following: <br><br> Measure the length of an object by selecting and using appropriate tools 1) Measure the length of an object twice, using length units of different lengths for the two measurements. 2) Estimate lengths using units of inches, feet, centimeters, and meters. 3) Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 4) Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. | N/A | See MD Assessment Folder | Q2* Q3, Q4 |
| Relates addition & subtraction to length | **MD5** **MD6** | Student demonstrated limited understanding **OR** does not understand the following : Use addition and subtraction within 100 to solve word problems involving lengths that are | Student independently and consistently demonstrates **ONE** of the following: : Use addition and subtraction within 100 to solve word problems | Student independently and consistently demonstrates **ALL** of the following: Use addition and subtraction within 100 to solve word problems involving lengths that are | Student independently and consistently demonstrates mastery of everything in the "proficient learner" column **AND** Use addition and subtraction within 200 to | See MD Assessment Folder | Q2* Q3, Q4 |

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| | | given in the same units using drawings and equations **OR** represent whole numbers as lengths on 0 – 100 in intervals (0, 1, 2…) of 1 on a number diagram | involving lengths that are given in the same units using drawings and equations **OR** represent whole numbers as lengths on 0 – 100 in intervals (0, 1, 2…) of 1 on a number diagram | given in the same units using drawings and equations **AND** represent whole numbers as lengths on 0 – 100 in intervals (0, 1, 2…) of 1 on a number diagram | solve word problems involving lengths that are given in the same units using drawings and equations **AND** represent whole numbers as lengths on 0 – 200 in intervals of 2 and 5 (0, 2, 4… AND 0, 5, 10…)  on a number diagram | | |
| Tells & writes analog & digital time to the nearest five minutes (am & pm) | **MD7** | Student demonstrated limited or minimal ability to tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | With teacher assistance, student tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | Student consistently and independently tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | Student consistently and independently tells and writes time from analog and digital clocks to the nearest minute (by ones), using a.m. and p.m. | See MD Assessment Folder | Q2* Q3, Q4 |
| Solves word problems involving money including bills & coins (using $ and ¢ symbols) | **MD8** | Student demonstrated limited understanding **OR** does not understand the following : Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies with manipulatives **OR** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately | Student independently and consistently demonstrates **ONE** of the following: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies with manipulatives **OR** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately | Student independently and consistently demonstrates **ALL** of the following: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies with manipulatives **AND** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately | N/A | See MD Assessment Folder | Q2* Q3, Q4 |
| Represents & interprets data with line plots, picture graphs, and bar graphs | **MD9 MD10** | Student demonstrated limited understanding **OR** does not understand the following : Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated | Student independently and consistently demonstrates **TWO** of the following: Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making | Student independently and consistently demonstrates **ALL** of the following: Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated | N/A | See MD Assessment Folder | Q1* Q2, Q3, Q4 |

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| | | measurements of the same object.<br>**OR**<br>Show the measurements by making a line plot<br>**OR**<br>Draw a picture graph and a bar graph to represent a data set with up to four categories.<br>**OR**<br>Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | repeated measurements of the same object.<br>**OR**<br>Show the measurements by making a line plot<br>**OR**<br>Draw a picture graph and a bar graph to represent a data set with up to four categories.<br>**OR**<br>Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | measurements of the same object.<br>**OR**<br>Show the measurements by making a line plot<br>**OR**<br>Draw a picture graph and a bar graph to represent a data set with up to four categories.<br>**OR**<br>Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | |

# Mathematics Standards-Based Report Card Rubric – Second Grade

## Domain: Geometry

| Indicator | Standard | 1 – Beginner Learner | 2 – Developing Learner | 3 – Proficient Learner | 4 – Distinguished Learner | Evidence | Assessed |
|---|---|---|---|---|---|---|---|
| Recognizes and draws shapes by their attributes | G1 | Student demonstrated limited understanding **OR** does not recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces **OR** can identify, compare and contrast triangles, quadrilaterals, pentagons, hexagons, and cubes. | Student independently and consistently demonstrates **ONE** of the following: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces **OR** can identify, compare and contrast triangles, quadrilaterals, pentagons, hexagons, and cubes. pentagons, hexagons, and cubes. | Student independently and consistently recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces **AND** can identify, compare and contrast triangles, quadrilaterals, pentagons, hexagons, and cubes. | Student independently and consistently demonstrates mastery of everything in the "proficient learner" column **AND** recognize and draw with shapes other polyhedrons beyond a cube **AND** can identify, compare and contrast 2D shapes with more than 6 sides and other polyhedrons. | [See G Assessment Folder](#) | Q4* |
| Partitions & describes shapes using halves, thirds, fourths, & wholes | G2 G3 | Student demonstrated limited understanding **OR** does not understand the following : Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them **OR** Partitions circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths **OR** Recognizes that equal shares of identical wholes need not have the same shape | Student independently and consistently demonstrates **ONE** of the following: Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them **OR** Partitions circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths **OR** Recognizes that equal shares of identical wholes need not have the same shape | Student independently and consistently demonstrates **ALL** of the following: Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them **AND** Partitions circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths **AND** Recognizes that equal shares of identical wholes need not have the same shape | Student independently and consistently demonstrates mastery of everything in the "proficient learner" column **AND** extends understanding of halves, thirds, and fourths of shapes to fifths, sixths, …, nths. The student also demonstrates this understanding with any shape, including trapezoids, octagons, pentagons, rhombi, hexagons. | [See G Assessment Folder](#) | Q4* |

# Mathematics Standards-Based Report Card Rubric – Second Grade

| Domain: Standards of Mathematical Practice | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Indicator** | **Standard** | **1 – Rarely** | **2 – Sometimes** | **3 – Usually** | **4 – Always** | **Evidence** | **Assessed** |
| Make sense of problems and persevere in solving them. | SMP.1 | Student is rarely able (or unable) to figure out the meaning of a problem and is rarely able to independently determine an appropriate strategy/tool to use to solve the problem.<br><br>Constant teacher prompting is usually required. | Student inconsistently explains to himself/herself the meaning of a problem and/or is inconsistently able to independently determine an appropriate strategy to use to solve problems. Student needs prompting by the teacher on a regular basis. | Student usually explains to himself/ herself the meaning of a problem and determines an appropriate strategy/ tool to use to solve grade-level appropriate problems. | Student self-starts and is consistently able to make the problem make sense to him/her using prior knowledge. The student can determine an appropriate strategy to use to solve grade-level appropriate problems. Student can explain the meaning of a problem and look for ways to solve it. The student may use concrete objects or pictures to help them conceptualize and solve problems. | | Q1*<br>Q2, Q3, Q4 |
| Reason abstractly and quantitatively | SMP.2 | Student is rarely able to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented in a problem solved using objects, pictures, drawings or actions. | Student is inconsistently able or may require teacher prompting to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions | Student usually connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions. | Student consistently and independently connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions. Student recognizes that a number represents a specific quantity and connects the quantity to written symbols. | | Q1*<br>Q2, Q3, Q4 |
| Construct viable arguments and critique the reasoning of others | SMP.3 | Student is rarely able to explain his/her mathematical reasoning and/or respond to others' thinking. Student is rarely able to explain his/her | Student is inconsistently able to explain his/her mathematical reasoning and/or respond to others' thinking. | Student can usually explains his/her mathematical reasoning and responds to others' thinking. | Student consistently and independently explains his/her mathematical reasoning and responds to others' thinking. | | Q1*<br>Q2, Q3, Q4 |

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| | | thinking or participate in mathematical discussions. | | | | | |
| Model with mathematics | **SMP.4** | Student rarely represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is usually required. | Student sometimes represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is frequently required. | Student usually represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is sometimes required. | Student consistently represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is rarely necessary. | | Q1*<br>Q2, Q3, Q4 |
| Use appropriate tools strategically | **SMP.5** | Student is rarely able to consider strategies and tools available to solve a problem or decide which tool/ strategy would be helpful. | Student sometimes considers available tools and strategies available to solve a problem with teacher prompting or examples and decides which tools/strategies might be helpful. | Student usually considers available tools and strategies when solving a problem and decides which tools/strategies might be helpful. | Student consistently and independently considers available tools and strategies (including estimation) when solving a problem and decides which tools/strategies might be helpful. | | Q1*<br>Q2, Q3, Q4 |
| Attend to precision | **SMP.6** | Student begins to explain their mathematical reasoning with others but does not use clear and precise language, or student is unable to communicate mathematical reasoning. | Student is sometimes able to communicate mathematical reasoning using clear and precise language. | Student inconsistently communicates mathematical reasoning using clear and precise language. | Student is able to consistently communicate mathematical reasoning using clear and precise language. | | Q1*<br>Q2, Q3, Q4 |
| Look for and make use of structure | **SMP.7** | Student is rarely able to see the pattern or structure in any given problem. Student rarely adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is usually required. | Student is sometimes able to see the pattern or structure in any given problem. Student sometimes adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is frequently required. | Student usually looks closely to discover a pattern or structure in any given problem. Student usually adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is sometimes required. | Student consistently looks closely to discover a pattern or structure in any given problem. Student consistently adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is rarely necessary. | | Q1*<br>Q2, Q3, Q4 |

# Mathematics Standards-Based Report Card Rubric – Second Grade

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| Look for and express regularity in repeated reasoning | **SMP.8** | Student rarely notices repetitive actions in counting and computation, etc. Teacher prompting is usually required. | Student sometimes notices repetitive actions in counting and computation, etc. Teacher prompting is frequently required. | Student usually notices repetitive actions in counting and computation, etc. Teacher prompting is sometimes required. | Student consistently notices repetitive actions in counting and computation, etc. Students continually checks his/her work by asking themselves, "Does this make sense?" | <span style="color:red">Q1*</span><br>Q2, Q3, Q4 |

# Second Grade

■ = reassessed to monitor/achieve mastery

| Fluency Expectation | | | | | |
|---|---|---|---|---|---|
| Indicator | Related Standard(s) | Q1 | Q2 | Q3 | Q4 |
| Add and subtract within 20 using mental math strategies | OA2 | | ✓ | ✓ | ✓ |
| Add and subtract within 100 using strategies | NBT5 | | ✓ | ✓ | ✓ |

| Domain: Numbers and Operations in Base Ten | | | | | |
|---|---|---|---|---|---|
| Indicator | Related Standard(s) | Q1 | Q2 | Q3 | Q4 |
| Understands & models place value to 1000 (read, write, count) including skip-count by 5s, 10s, and 100s | NBT1, NBT2 NBT3 | ✓ | ✓ | ✓ | ✓ |
| Compares three digit numbers using symbol (>, <, =) | NBT4 | ✓ | ✓ | ✓ | ✓ |
| Add up to four two-digit numbers using strategies based on place value and properties of operations. | NBT6 | | | ✓ | ✓ |
| Uses place value & properties of operations to add & subtract within 1000 | NBT7, NBT8 NBT9 | | | ✓ | ✓ |

| Domain: Operations and Algebraic Thinking | | | | | |
|---|---|---|---|---|---|
| Indicator | Related Standard(s) | Q1 | Q2 | Q3 | Q4 |
| Represents & solves problems involving addition/ subtraction within 100 | OA1 | | ✓ | ✓ | ✓ |
| Works with equal groups of objects and rectangular arrays to gain foundations for multiplication | OA3 OA4 | | | | ✓ |

| Domain: Measurement and Data | | | | | |
|---|---|---|---|---|---|
| Indicator | Related Standard(s) | Q1 | Q2 | Q3 | Q4 |
| Measures & estimates lengths in standard units using appropriate tools | MD1, MD2 MD3, MD4 | | ✓ | ✓ | ✓ |
| Relates addition & subtraction to length | MD5 MD6 | | ✓ | ✓ | ✓ |
| Tells & writes analog & digital time to the nearest five minutes (am & pm) | MD7 | | ✓ | ✓ | ✓ |
| Solves word problems involving money including bills & coins (using $ and ¢ symbols) | MD8 | | ✓ | ✓ | ✓ |
| Represents & interprets data with line plots, picture graphs, and bar graphs | MD9 MD10 | ✓ | ✓ | ✓ | ✓ |

| Domain: Geometry | | | | | |
|---|---|---|---|---|---|
| Indicator | Related Standard(s) | Q1 | Q2 | Q3 | Q4 |
| Recognizes and draws shapes by their attributes | G1 | | | | ✓ |
| Partitions & describes shapes using halves, thirds, fourths, & wholes | G2 G3 | | | | ✓ |

| Domain: Standards for Mathematical Practice | | | | | |
|---|---|---|---|---|---|
| Indicator | Related Standard(s) | Q1 | Q2 | Q3 | Q4 |
| Makes sense of problems & perseveres in solving them | SMP1 | ✓ | ✓ | ✓ | ✓ |
| Reasons abstractly and quantitatively | SMP2 | ✓ | ✓ | ✓ | ✓ |
| Constructs viable arguments & critiques the reasoning of others | SMP3 | ✓ | ✓ | ✓ | ✓ |
| Models with mathematics | SMP4 | ✓ | ✓ | ✓ | ✓ |
| Uses appropriate tools strategically | SMP5 | ✓ | ✓ | ✓ | ✓ |
| Attends to precision | SMP6 | ✓ | ✓ | ✓ | ✓ |
| Looks for and makes use of structure | SMP7 | ✓ | ✓ | ✓ | ✓ |
| Looks for and expresses regularity of repeated reasoning | SMP8 | ✓ | ✓ | ✓ | ✓ |