



# 2<sup>nd</sup> Grade Fourth Quarter Rubrics

Performance Scale	
4	<b>Exceeds:</b> Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	<b>Proficient:</b> Work at this level meets grade level expectations.
2	<b>Developing:</b> Student work is developing, but is not meeting grade level expectations.
1	<b>Emergent:</b> Student work is beginning to show progress/understanding.
0	<b>Area of Concern:</b> Student does not demonstrate understanding and application of the standard at this time.
N/A	Standard was not assessed during this time period.

Updated 5-10-18

English Language Arts	0	1	2	3	4
<b>2.R.1.A.b</b> asking and responding to relevant questions ex: who, what, where, when, why, and how	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Student correctly answers 1-2 of 6 <i>who, what, when, where, why, and how questions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Student correctly answers 2-3 of 6 <i>who, what, when, where, why, and how questions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Student correctly answers 4-5 of 6 <i>who, what, when, where, why, and how questions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Student correctly answers 6 of 6 <i>who, what, when, where, why, and how questions.</i></li> </ul>
<b>2.R.3.C.b</b> describe the connection between events and retell sequence of events	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the connection between two events and retell sequence of events in text.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the connection between three events and retell sequence of events in text.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the connection between four events and retell sequence of events in text.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the connection between more than four events and retell sequence of events in text.</li> </ul>
<b>2.R.3.C.c</b> describe the connection between and identify problems and solutions	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can rarely describe the connection between and identify problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes describe the connection between the problem and solution and can consistently identify problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>I can consistently describe the connection between and identify problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>Reads at expected grade level.</b>	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> Quarter- independently reading lower than a DRA level 14</li> <li>2<sup>nd</sup> Quarter- independently reading lower than a DRA level 16</li> <li>3<sup>rd</sup> Quarter- independently reading lower than a DRA level 18</li> <li>4<sup>th</sup> Quarter- independently reading lower than a DRA level 20</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> Quarter- independently reading at a DRA level 16</li> <li>2<sup>nd</sup> Quarter- independently reading at a DRA level 18</li> <li>3<sup>rd</sup> Quarter- independently reading at a DRA level 20</li> <li>4<sup>th</sup> Quarter- independently reading at a DRA level 24</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> Quarter- independently reading at a DRA level 18</li> <li>2<sup>nd</sup> Quarter- independently reading at a DRA level 20</li> <li>3<sup>rd</sup> Quarter- independently reading at a DRA level 24</li> <li>4<sup>th</sup> Quarter- independently reading at a DRA level 28</li> </ul>	<ul style="list-style-type: none"> <li>All Quarters- independently reading at a DRA level higher than a 28</li> </ul>
<b>2. RF.3.A.i:</b> Develop phonics in the reading process by reading irregularly spelled high frequency words.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Student can rarely read irregularly spelled high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>Student can sometimes read irregularly spelled high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>Student can consistently read irregularly spelled high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>

<b>2. RF.3.A.f:</b> Develop phonics in the reading process by reading words with common prefixes and suffixes.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can rarely read words with common prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes read words with common prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>I can consistently read words with common prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>W.2.C:</b> Write fiction or nonfiction narratives and poems	<ul style="list-style-type: none"> <li>The student writes a narrative text that includes 0-1 of the following: <ul style="list-style-type: none"> <li>Establishes a topic</li> <li>Setting</li> <li>Characters</li> <li>Sensory details</li> <li>Sequence Events (B,M,E)</li> <li>Transition Words</li> <li>Remains on topic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The student writes a narrative text that includes 2-3 of the following: <ul style="list-style-type: none"> <li>Establishes a topic</li> <li>Setting</li> <li>Characters</li> <li>Sensory details</li> <li>Sequence Events (B,M,E)</li> <li>Transition Words</li> <li>Remains on topic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The student writes a narrative text that includes 4-6 of the following: <ul style="list-style-type: none"> <li>Establishes a topic</li> <li>Setting</li> <li>Characters</li> <li>Sensory details</li> <li>Sequence Events (B,M,E)</li> <li>Transition Words</li> <li>Remains on topic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The student writes a narrative text that includes the following: <ul style="list-style-type: none"> <li>Establishes a topic</li> <li>Setting</li> <li>Characters</li> <li>Sensory details</li> <li>Sequence Events (B,M,E)</li> <li>Transition Words</li> <li>Remains on topic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2.L1.B.c:</b> use apostrophes for contractions	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can rarely use apostrophes for contractions</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes use apostrophes for contractions</li> </ul>	<ul style="list-style-type: none"> <li>I can consistently use apostrophes for contractions</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2.1.L.B.f:</b> spell words using irregular and regular spelling patterns	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses common spelling patterns when writing words</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses common spelling patterns when writing words</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses common spelling patterns when writing words</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>Math</b>					
<b>2. RA.A.1:</b> Demonstrate fluency with addition 20. (Using mental strategies. By end of Grade 2, know from memory all sums of two one-digit number.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, I can add numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>I inconsistently add numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>I can add numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2. RA.A.1:</b> Demonstrate fluency with subtraction within 20. (Using mental strategies. By end of Grade 2, know from memory all sums of two one-digit number.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, I can subtract numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>I inconsistently subtract numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>I can subtract numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2. GM.B.7:</b> Measure and determine how much longer one object is than another.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, I can measure two objects and determine the difference in length of two objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can measure two objects.</li> <li>I inconsistently determine the difference in length of two objects using a standard length unit.</li> </ul>	<ul style="list-style-type: none"> <li>I can measure and determine the difference in length of two objects using a standard length unit.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2. GM.D.12:</b> Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and cent sign appropriately. (solve word problems, ie: What is the value of 3 dimes plus 2 nickels?)	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can solve word problems using the same coin.</li> <li>I am unable to use the \$ and cent symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>I can solve word problems using two different types of coins.</li> <li>I am able to use either \$ or ¢ symbols appropriately</li> </ul>	<ul style="list-style-type: none"> <li>I can solve word problems using dollar bills, quarters, dimes, nickels, and pennies.</li> <li>I am able to use both \$ and ¢ symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2. GM.A.1:</b> Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes. Identify the faces of three-dimensional objects.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, I can recognize and draw shapes using attributes; sides and angles.</li> <li>With prompting, I can identify two –three of the six shapes; triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize or draw shapes using attributes; sides and angles.</li> <li>I can identify four of the six shapes; triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize and draw shapes using attributes; sides and angles.</li> <li>I can identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.</li> <li>I can identify the faces of three-dimensional objects.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>

		<ul style="list-style-type: none"> <li>With prompting, I can identify the faces of three-dimensional objects.</li> </ul>	<ul style="list-style-type: none"> <li>I inconsistently identify the faces of three-dimensional objects.</li> </ul>		
<b>2.GM.A.3:</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares and the whole. Demonstrate the equal shares of identical wholes need not have the same shape. (use the words halves, thirds, half of, a third of, two halves, three thirds, four fourths, etc.)	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can partition circles and rectangles into two, three, and four equal shares.</li> </ul>	<ul style="list-style-type: none"> <li>I can partition circles and rectangles into two, three, and four equal shares.</li> <li>I can describe the shares using the words halves, thirds, and fourths.</li> </ul>	<ul style="list-style-type: none"> <li>I can partition circles and rectangles into two, three, and four equal shares.</li> <li>I can describe the shares using the words halves, thirds, and fourths.</li> <li>I can describe the whole has two halves, three thirds, and four fourths.</li> <li>I can recognize that equal shares of identical wholes do not have to be the same shape.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>Science</b>					
<b>7.1.B.2.a:</b> Make qualitative observations using the five senses.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can make observations using at least three of the five senses.</li> </ul>	<ul style="list-style-type: none"> <li>I can make observations using four senses.</li> </ul>	<ul style="list-style-type: none"> <li>I can make observations using all five senses.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>7.1.B.2.b:</b> Make observations using simple tools and equipment. (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers)	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With prompting I can make observations using simple tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>With minimal support I can make observations using simple tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>I can make observations using simple tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>Social Studies</b>					
<b>RI.6.B.2:</b> Describe how needs are met by families and friends.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe one need met by families and friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe two needs met by families and friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe three or more needs met by families and friends.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>