

Quarter 2 Second Grade Rubric 2011 – 2012

Language Arts Standards				
Reading	3	2	1	Evidence
Applies strategies to decode unfamiliar words (ELA2R1)	Applies all strategies of letter/sound correspondence and spelling patterns to automatically decode unfamiliar words (blends, digraphs, diphthongs, regular and irregular plurals, silent letters, r controlled vowels, irregular vowel patterns, and possessives).	Applies some strategies of letter/sound correspondence and spelling patterns to decode unfamiliar words (blends, digraphs, diphthongs, regular and irregular plurals, silent letters, r controlled vowels, irregular vowel patterns, and possessives).	Applies a few (or no) strategies of letter/sound correspondence and spelling patterns to decode unfamiliar words (blends, digraphs, diphthongs, regular and irregular plurals, silent letters, r controlled vowels, irregular vowel patterns, and possessives).	Nonsense check list Sentences with patterns Teacher Observation
Identifies high frequency words (ELA2R2)	Automatically identifies any 190 Dolch sight words.	Automatically identifies any 180 Dolch sight words.	Automatically identifies less than 180 Dolch sight words.	Dolch Sight Word List, Teacher Observation
Acquires new vocabulary (ELA2R3 b,c)	Consistently recognizes and applies appropriate usage of antonyms, synonyms, and homophones. Must be able to apply all 3 components.	Recognizes and applies appropriate usage of 2 of the 3 components (antonyms, synonyms, and homophones)	Recognizes or applies appropriate usage of 1 or 0 of the 3 components (antonyms, synonyms, and homophones).	Quarter Assessments
Determines meaning of new vocabulary in context (ELA2R3d)	Uses context to determine meaning of new words. (90% or above).	Uses some context to determine meaning of new words. (89%-70%).	Does not use context to determine meaning of new words. (less than 70%).	Teacher made Assessments, Observation
Demonstrates comprehension of a grade level text (ELA2R4 a-m, o,p)	Comprehends 90% - 100% of a Fountas & Pinnell level J passage and applies reading strategies in a variety of settings (see ELA2R4 a-m,o,p for appropriate strategies)	Comprehends 70% - 89% of a Fountas & Pinnell level J passage and applies reading strategies in a variety of settings (see ELA2R4 a-m,o,p for appropriate strategies)	Comprehends less than 70% of a Fountas Pinnell level J passage and are unable to apply reading strategies in a variety of settings (see ELA2R4 a-m,o,p for appropriate strategies)	Rigby Level 17-18 Reading A-Z: Level J nonfiction or Level K fiction (corresponds with Fountas and Pinnell level J) Teacher Observation, graphic organizers, Leveled Readers
Demonstrates fluency in reading (ELA2R2)	Reads second-grade text at a target rate of 75 wcpm with appropriate expression. (Passage read twice - 1st for fluency as a cold read; 2nd for expression)	Reads second grade text at a target rate of 65-74 wcpm. (Passage read twice -1st for fluency as a cold read; 2nd for expression)	Reads second grade text at a target rate of 64 or less wcpm. (Passage read twice -1st for fluency as a cold read; 2nd for expression)	DIBELS, Running Records, Level J Fountas & Pinnell, Teacher Observation, Rigby 17-18
Uses parts of a book to locate information and preview texts. (ELA2R4n,q)	Uses titles, chapter headings, glossary, and table of contents to preview texts and locate information about a topic.	Uses 3 of 4 - titles, chapter headings, glossary, and/or table of contents to preview texts and locate information about a topic.	Uses less than 3 of the 4 - titles, chapter headings, glossary, and table of contents to preview texts and locate information about a topic.	Teacher Made Assessments; Observation
Writing/Conventions	3	2	1	Evidence

***Please refer to the K-12 Write NOW Plan in Angel for additional writing information and resources.**

Writes legibly in everyday work (ELA2W1k)	Writes readable work with appropriate letter cases, size, and spacing with no reversals.	Writes using incorrect spacing and/or mixes letter case and/or reverses letters.	Writes illegibly.	Daily Writing/Journals Handwriting Teacher Anecdotal
Produces writing that has a clear focus (IDEAS) ELA2W2 (Q2 Focus: Response to Literature)	Constructs a piece of writing that includes all of the following 4 elements: an understanding of the text, a stated opinion about the text, details to support the opinion, and a connection with the text (text-to-self, text-to-text, or text-to- world).	Constructs a piece of writing that includes 2-3 elements: an understanding of the text, a stated opinion about the text, details to support the opinion, and a connection with the text (text-to-self, text-to-text, or text-to- world).	Constructs a piece of writing with 0 - 1 of the 4 elements.	May include prewriting, revised or edited draft, and/or publishing (Independent work only) Student Writing Rubric Q2

Writing/Conventions cont.	3	2	1	Evidence
Organizes writing (ORGANIZATION) ELA2W2 (Q2 Focus: Response to Literature)	Constructs a response to literature piece of writing by using an appropriate format (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text). Develops a sense of closure.	Inconsistently constructs a response to literature piece of writing by using an appropriate format (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text). Develops a sense of closure.	Does not construct a response to literature piece of writing by using an appropriate format (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text). Does not develop a sense of closure.	May include prewriting, revised or edited draft, and/or publishing (Independent work only) Student Writing Rubric Q2
Uses style of writing appropriate for audience (STYLE) ELA2W1 and 2 (Q2 Focus: Response to Literature)	Constructs a piece of writing with varied word choice and a variety of sentence structures with subject-verb agreement to state an opinion or clearly demonstrate an understanding of the text. Length is appropriate for the selected audience.	Inconsistently constructs a piece of writing with varied word choice and a variety of sentence structures with subject-verb agreement to state an opinion or clearly demonstrate an understanding of the text. Length is appropriate for the selected audience.	Does not construct a piece of writing with varied word choice and a variety of sentence structures with subject-verb agreement to state an opinion or clearly demonstrate an understanding of the text. Length is not appropriate for the selected audience.	May include prewriting, revised or edited draft, and/or publishing (Independent work only) Student Writing Rubric Q2
Applies and identifies conventions of writing: mechanics (ELA2W1r, s)	Consistently constructs a piece of writing using appropriate abbreviations, capitalization and end punctuation. Begins to use commas: in a series, letter, date & city/state.	Inconsistently constructs a piece of writing using appropriate abbreviations, capitalization and end punctuation. Begins to use commas: in a series, letter, date & city/state.	Does not construct constructs a piece of writing using appropriate abbreviations, capitalization and end punctuation. Begins to use commas: in a series, letter, date & city/state.	Grammar Assessments & Writing Samples; Sentence Dictation
Applies conventions of writing: spelling (ELA2W1g)	Consistently uses common rules of spelling	Inconsistently uses common rules of spelling	Does not use common rules of spelling.	Spelling assessment; Sentence Dictation; and writing samples
Uses dictionary and thesaurus to support word choice (ELA2W1v)	Uses dictionary and thesaurus to support word choice	With assistance, uses dictionary and thesaurus to support word choice	Cannot use dictionary and thesaurus to support word choice	Teacher Made Assessments; Observation;
Applies and identifies parts of speech (ELA2W1 l, m)	Applies & identifies nouns (possessive, singular, plural, common & proper), adjectives, and verbs.	Applies & identifies some nouns (possessive, singular, plural, common & proper), adjectives, and verbs.	Does not apply or identify nouns (possessive, singular, plural, common & proper), adjectives, and verbs.	D.O.L./Writing Samples Task: Student created sentences
Research	3	2	1	Evidence
Uses a variety of media to research and share information (ELA2W1t)	Uses types of media (Internet, books) to research and share information about a topic.	With assistance, uses some types of media (Internet, books) to research and share information about a topic.	Does not use types of media (Internet, books) to research and share information about a topic.	Research Projects S.S./Science Units Teacher Observation Task: Create a mini resource booklet
Listening, Speaking, and Viewing	3	2	1	Evidence
Uses oral and visual strategies (ELA2LSV1)	Listens critically and responds appropriately to oral communication in a variety of media. The student speaks in a manner that guides the listener to understand important ideas.	Listens critically and responds appropriately to oral communication in a variety of media.	Does not appropriately respond to oral communication.	Teacher Observation Class Presentations

Mathematics Standards				
Number Sense and Operations	3	2	1	Evidence
Uses place value (m2N1a,b)	Identifies, recognizes, and represents (writes/draws) the place value of any three-digit number using a variety of diagrams, models (base ten blocks), and number sentences. (ex. expanded notation). Understands the relative magnitudes of numbers using 10s, 100s, and 1000s as units.	Inconsistently identifies, recognizes, and represents (writes/draws) the place value of any three-digit number using a variety of diagrams, models (base ten blocks), and number sentences. (ex. expanded notation). Inconsistently understands the relative magnitude of numbers using 10s, 100s, and 1000s as units.	Does not identify, recognize, and represent (write/draw) the place value of any three-digit number using a variety of diagrams, models (base ten blocks), and number sentences. (ex. expanded notation). Does not understand the relative magnitude of numbers using 10s, 100s, and 1000s as units.	* Maintain for those students who scored 3 in Q1. Reteach/Assess for those students who scored 2 or 1 in Q1. **ALL STUDENTS WILL RECEIVE A REPORT CARD GRADE EVEN IF ASSESSED IN PREVIOUS QUARTERS.
Applies money skills (M2N1c)	Consistently counts any bill and coin combination (up to \$5.00) and makes change up to \$1.00, uses decimal notation and dollar and cent symbols to represent a collection of bills and coins.	Inconsistently counts any bill and coin combination (up to \$5.00) using dollar and cent notation (e.g. \$4.39).	Does not count any bill and coin combination (up to \$5.00) using dollar and cent notation (e.g. \$4.39).	Teacher Observation Quarterly Assessments Framework Tasks and Assessments - Unit 2
Determines quantities and relationships (M2N5a,b)	Consistently represents and interprets three-digit numbers and numbers using (=, >, <, or ≠).	Inconsistently represents and interprets three-digit numbers and number sentences using (=, >, <, or ≠).	Does not represent and interpret three-digit numbers and number sentences using (=, >, <, or ≠).	* Maintain for those students who scored 3 in Q1. Reteach/Assess for those students who scored 2 or 1 in Q1. **ALL STUDENTS WILL RECEIVE A REPORT CARD GRADE EVEN IF ASSESSED IN PREVIOUS QUARTERS.
Solves multi-digit addition and subtraction problems (M2N2a)	3 digit addition and subtraction without regrouping			Teach/Review but do not assess
Uses concepts of multiplication (M2N3a-c)				
Uses concepts of division (M2N3d)				
Identifies and compares fractional parts (M2N4)				
Makes reasonable estimates (M2N2c,e)	Uses benchmark numbers to estimate to determine if solutions are reasonable for + and -.	Inconsistently uses benchmark numbers to estimate to determine if solutions are reasonable for + and -.	Does not use benchmark numbers to estimate to determine if solutions are reasonable for + and -.	* Maintain for those students who scored 3 in Q1. Reteach/Assess for those students who scored 2 or 1 in Q1. **ALL STUDENTS WILL RECEIVE A REPORT CARD GRADE EVEN IF ASSESSED IN PREVIOUS QUARTERS.

Geometry	3	2	1	Evidence
Identifies 2- and 3- dimensional geometric figures (M2G1, M2G2a,b, M2G3)	Describes, classifies, cuts, and rearranges geometric figures according to the number of sides, angles (right, acute, obtuse), vertices, edges, and faces (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, irregular polygon, prism, pyramids, cylinder, sphere, cone).	Identifies geometric figures according to the number of sides, angles (right, acute, obtuse), vertices, edges, and faces (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, irregular polygon, prism, pyramids, cylinder, sphere, cone).	Does not identify or describe geometric figures according to the number of sides, angles (right, acute, obtuse), vertices, edges, and faces (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, irregular polygon, prism, pyramids, cylinder, sphere, cone).	Teacher Observations Slate Assessments Quarterly Assessments Teacher Anecdotal Framework Tasks and Assessments - Unit 4
Measurement	3	2	1	Evidence
Tells and writes time (M2M2)	Identifies and writes time to 5 minutes and is able to identify the number of seconds in a minute, minutes in an hour, and number of hours in a day.	Performs any 3 of the 4 components.	Performs 2 or less of the components.	Teacher Observations Slate Assessments Quarterly Assessments Teacher Anecdotal Framework Tasks and Assessments - Unit 3
Measures length (M2M1a, b)	Measures length to the nearest centimeter and inch and is able to identify the units of inch, foot, yard, centimeter, and meter. Compares the relationship of one unit to another.	Measures some lengths to the nearest centimeter and inch and/or is able to identify the units of inch, foot, yard, centimeter, and meter. Compares the relationship of one unit to another.	Does not measure length.	Teacher Observations Slate Assessments Quarterly Assessments Teacher Anecdotal Framework Tasks and Assessments - Unit 3
Determines appropriate tool and unit for measuring length (M2M1c)	Consistently determines appropriate tool and unit for measuring length.	Inconsistently determines appropriate tool or unit for measuring length.	Does not select an appropriate measurement tool or unit.	Teacher Observation Slate Assessment Checking Progress Teacher Anecdotal Framework Tasks and Assessments - Unit 3
Estimates and measures temperature and determines if estimations are reasonable (M2M3)	Read a thermometer (F° and C°) determines appropriate clothing based on temperature (F°).	Performs 1 of the 2 components	Cannot read a thermometer or determine appropriate clothing based on temperature.	Picture of clothing, student draws approx. temperature on thermometer Framework Tasks and Assessments - Unit 3
Data Analysis and Probability	3	2	1	Evidence
Creates and interprets graphs (M2Da,b)	Consistently creates and interprets pictographs, Venn Diagrams, bar graphs, picture graphs, simple charts, and tables using the data to answer questions and make inferences. (using scales of 1, 2, and 5).	With assistance, creates and interprets pictographs, Venn Diagrams, bar graphs, picture graphs, simple charts, and tables using the data to answer questions and make inferences. (using scales of 1,2, and 5).	Does not create or interpret pictographs, Venn Diagrams, bar graphs, picture graphs, simple charts, and tables using the data to answer questions and make inferences. (using scales of 1, 2, and 5).	* Maintain for those students who scored 3 in Q1. Reteach/Assess for those students who scored 2 or 1 in Q1. **ALL STUDENTS WILL RECEIVE A REPORT CARD GRADE EVEN IF ASSESSED IN PREVIOUS QUARTERS.
Problem Solving	3	2	1	Evidence
Solves word problems (M2P1-5)	Consistently solves two-digit word problems without regrouping (using a variety of strategies)	Inconsistently solves two-digit word problems without regrouping	Does not solve two-digit word problems.	Showing work and including unit is at teacher discretion. Teacher Observations, Slate Assessments, Checking Progress, Teacher Anecdotal

Social Studies Standards

Historical Understandings	3	2	1	Evidence
Describes historical figures in Georgia history (SS2H1)	Identifies contributions made by Georgia's historical figures AND compares and contrasts everyday life of historical figures to present day (food, clothing, homes, transportation, communication, recreation, rights, and freedoms). (completes both criteria)	Identifies contributions made by Georgia's historical figures OR compares and contrasts everyday life of historical figures to present day (food, clothing, homes, transportation, communication, recreation, rights, and freedoms). (completes 1 of 2 criteria)	Does not identify contributions made by Georgia's historical figures OR compares and contrasts everyday life of historical figures to present day	
Describes Georgia's Native Americans (SS2H2)	Describes regions where Creek and Cherokee lived and how they used their resources, AND compares and contrasts Creek and Cherokee cultures of the past to Georgians today. (completes both criteria)	Describes regions where Creek and Cherokee lived and how they used their resources, OR compares and contrasts Creek and Cherokee cultures of the past to Georgians today. (completes 1 of 2 criteria)	Does not describe regions where Creek and Cherokee lived and how they used their resources, OR compares and contrasts Creek and Cherokee cultures of the past to Georgians today.	
Geographic Understandings	3	2	1	Evidence
Describes topographical features of Georgia (SS2G1)	Locates geographic regions and major rivers of Georgia, AND describes how these features define Georgia's surface. (completes both criteria)	Locates geographic regions and major rivers of Georgia OR describes how these features define Georgia's surface. (completes 1 of 2 criteria)	Does not locate geographic regions and major rivers of Georgia, OR describes how these features define Georgia's surface.	
Describes cultural and geographic systems (SS2G2)	Identifies locations significant to Georgia historical figures and traces examples of travel and movement of those figures, AND compares and contrasts regions in which historical figures lived to region in which students live.	Identifies locations significant to Georgia historical figures and traces examples of travel and movement of those figures, OR compares and contrasts regions in which historical figures lived to region in which students live.	Does not identify locations significant to Georgia historical figures and traces examples of travel and movement of those figures, OR compare and contrast regions in which historical figures lived to region in which students live.	
Government/Civic Understandings	3	2	1	Evidence
Describes concept of government (SS2CG1,2,4)	Identifies roles of president, governor, and mayor, identifies capitals of USA and Georgia, AND defines concepts of government and need for rules and laws. (completes all 3 criteria)	Identifies roles of president, governor, and mayor, identifies capitals of USA and Georgia OR defines concepts of government and need for rules and laws. (completes 2 of 3 criteria)	Does not identify roles of president, governor, and mayor or capitals of USA and Georgia, OR defines concepts of government and need for rules and laws. (completes less than 2 criteria)	
Describes traits of a good citizenship (SS2CG3)	Gives examples of how historical figures demonstrated all of the relevant positive citizenship traits (honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion)	Gives examples of how historical figures demonstrated some of the relevant positive citizenship traits.	Does not give examples of how historical figures demonstrated relevant positive citizenship traits.	

Economic Understanding	3	2	1	
Describes concepts of market economics(SS2E1-3)	Identifies ways goods and services are allocated, explains use of money to obtain goods and services AND explains concepts of scarcity, choices, and opportunity cost. (completes all 3 criteria)	Identifies ways goods and services are allocated, explains use of money to obtain goods and services OR explains concepts of scarcity, choices, and opportunity cost. (completes 2 of 3 criteria)	Does not identify ways goods and services are allocated, explains use of money to obtain goods and services OR explains concepts of scarcity, choices, and opportunity cost. (completes less than 2 criteria)	
Describes concepts of personal economics (SS2E4)	Describes costs AND benefits of personal spending and saving choices. (completes both criteria)	Describes costs OR benefits of personal spending and saving choices. (completes 1 of 2 criteria)	Does not describe costs OR benefits of personal spending and saving choices.	

Science Standards				
Nature of Science	3	2	1	Evidence
Uses science methods and tools to problem solve (S2CS1-7)	Uses science methods and tools to problem solve.	Uses some science methods and tools to problem solve.	Does not use science methods and tools to problem solve.	
Physical Science: Matter/Energy/Forces	3	2	1	Evidence
Describes physical properties, changes, and states of matter (S2P1)	Describes physical properties, changes, and states of matter.	Describes some physical properties, changes, and states of matter	Does not describe physical properties, changes, or states of matter	
Identifies sources of energy and how the energy is used (S2P2)	Describes and identifies sources of light, heat, and motion energy and how they are used.	Describes or identifies sources of light, heat, and motion energy	Does not describe or identify sources of light, heat, and motion energy	
Demonstrates changes in speed and direction using pushes and pulls (S2P3)	Demonstrates how pushing and pulling affects the motion and speed of an object	Demonstrates how pushing and pulling affects the motion or speed of an object	Does not demonstrate how pushing and pulling affects the motion and speed of an object	
Life Science: Life Cycles	3	2	1	
Describes life cycles of animals, and plants (S2L1 a-d)	Identifies and models the life cycle of a mammal, a bird, an amphibian, an insect, and a plant, in sequence. Identifies mushrooms as living organisms.	Identifies the life cycle of a mammal, a bird, an amphibian, an insect, and a plant.	Does not identify the life cycle of a mammal, a bird, an amphibian, an insect, a plant,	
Earth Science	3	2	1	
Describes attributes of stars (S2E1)	Describes the size, brightness, and patterns of stars	Describes the size, brightness, or patterns of stars	Does not describe the size, brightness, or patterns of stars	
Describes motions/patterns of celestial bodies (S2E2)	Describes motions of Earth, moon, and sun in our solar system. Describes rotation and revolution	Describes motions of Earth, moon, or sun in our solar system. Describes rotation or revolution	Does not describe motions of Earth, moon, or sun in our solar system. Does not describe rotation or revolution	
Describes changes of the earth's surroundings (S2E3)	Observes and records how weather, plants, animals, and/or people can impact the environment.	Describes how weather, plants, animals, and/or people can impact the environment.	Does not describe how weather, plants, animals, and/or people can impact the environment.	