

Quarter 4 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 (regular and irregular plurals, possessives, blends, r-controlled vowels, contractions, silent letters, irregular vowel patterns, multi-syllables, digraphs, compound words, diphthongs).	Applies some strategies of letter/sound correspondence and spelling patterns to decode unfamiliar words (regular and irregular plurals, possessives, blends, r-controlled vowels, contractions, silent letters, irregular vowel patterns, multi-syllables, digraphs, compound words, diphthongs).	Applies a few (or no) strategies of letter/sound correspondence and spelling patterns to decode unfamiliar words (regular and irregular plurals, possessives, blends, r-controlled vowels, contractions, silent letters, irregular vowel patterns, multi-syllables, digraphs, compound words, diphthongs).	Nonsense check list Sentences/Passages with patterns Teacher Observation
Identifies high frequency words (ELA2R2)	Automatically identifies any 220 Dolch sight words.	Automatically identifies any 210 Dolch sight words.	Automatically identifies less than 210 Dolch sight words.	Dolch Sight Word List, Teacher Observation
Acquires new vocabulary (ELA2R3b,c)	Consistently recognizes and applies appropriate usage of antonyms, synonyms, homophones, homographs, and multiple meaning words. Must be able to apply all 5 components	Recognizes and applies appropriate usage of at least 3 of the 5 components (antonyms, synonyms, homophones, homographs, and multiple meaning words).	Recognizes and applies appropriate usage of 2 or less of the 5 components (antonyms, synonyms, homophones, homographs, and multiple meaning words).	Quarter Assessments
Determines meaning of new vocabulary in context (ELA2Rd)	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 L 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 L book 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 L passage and does not apply reading strategies in a variety of settings (see ELA2R4 a-m,o,p for appropriate strategies)	Rigby Level 21, 22 Reading A-Z: Level M (corresponds to Fountas and Pinnel level L) Teacher Observation, Story Maps and Graphic Organizers, Leveled Readers
Demonstrates fluency in reading (ELA2R2)	Reads second-grade text at a target rate of 90 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 70-89 wcpm. (Passage read twice -1st for fluency as a cold read; 2nd for expression)	Reads second grade text at a target rate of 69 or less wcpm. (Passage read twice -1st for fluency as a cold read; 2nd for expression)	DIBELS, Running Record, Level L Fountas & Pinnell, Teacher Observation, Rigby 21-22
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

Writing/Conventions cont.	3	2	1	Evidence
Produces writing that has a clear focus (IDEAS) ELA2W2 (Q4 Focus: Persuasive)	Constructs a piece of writing that contains all of the following 3 elements: a clear position or opinion, adequate details to support the position, and a focused topic	Constructs a piece of writing that contains 1-2 of the following 3 elements: a clear position or opinion, adequate details to support the position, and a focused topic	Cannot independently construct persuasive writing with the required elements.	May include prewriting, revised or edited draft, and/or publishing (Independent work only) Student Writing Rubric Q4
Organizes writing (ORGANIZATION) ELA2W2 (Q4 Focus: Persuasive)	Constructs a piece of persuasive writing with appropriate organization (declares position, provides facts with supporting details, creates a sense of closure) using an appropriate format (persuasive letter, pro/con list, or advertisement) to convey the information.	Constructs a piece of persuasive writing with appropriate organization (declares position, provides facts with supporting details, creates a sense of closure) using an appropriate format (persuasive letter, pro/con list, or advertisement) with assistance to convey the information.	Does not construct a piece of persuasive writing with appropriate organization.	May include prewriting, revised or edited draft, and/or publishing (Independent work only) Student Writing Rubric Q4
Uses style of writing appropriate for audience (STYLE) ELA2W1 and 2 (Q4 Focus: Persuasive)	Constructs a piece of writing with varied word choice, smooth transitional wording, and sentence structures with subject-verb agreement to persuade the audience. Length is appropriate for the selected audience.	Inconsistently Constructs a piece of writing with varied word choice, smooth transitional wording, and sentence structures with subject-verb agreement to persuade the audience. Length is appropriate for the selected audience.	Does not construct a piece of writing with varied word choice, smooth transitional wording, and sentence structures with subject-verb agreement to persuade the audience. Length is not appropriate for the selected audience.	May include prewriting, revised or edited draft, and/or publishing (Independent work only) Student Writing Rubric Q4
Applies and identifies conventions of writing: mechanics (ELA2W1r, s, u)	Consistently constructs a piece of writing using appropriate capitalization and punctuation at the end of sentences and after abbreviations. Student also begins to use commas (series, dates, letter parts, city/state) and recognizes appropriate use of quotation marks.	Inconsistently constructs a piece of writing using appropriate capitalization and punctuation at the end of sentences and after abbreviations. Student inconsistently begins to use commas (series, dates, letter parts, city/state) and sometimes recognizes appropriate use of quotation marks.	Does not construct a piece of writing using appropriate capitalization and punctuation at the end of sentences and after abbreviations. Student does not use commas (series, dates, letter parts, city/state) and does not recognizes appropriate use of quotation marks.	Grammar Assessments & Writing Samples; Sentence Dictation
Applies conventions of writing: spelling	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 I, m)	Applies & identifies pronouns (singular, plural & possessive), nouns (possessive, singular, plural, common & proper), adjectives, and verbs.	Applies & identifies some pronouns (singular, plural & possessive), nouns (possessive, singular, plural, common & proper), adjectives, and verbs.	Does not apply or identify pronouns (singular, plural & possessive), 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)	Selects and uses types of media (encyclopedia, Internet, books) to gather and share information about a topic.	With assistance, selects or uses some types of media (encyclopedia, Internet, books) to gather and share information about a topic.	Does not use types of media (encyclopedia, Internet, books) to gather and share information about a topic.	Research Projects S.S./Science Units Teacher Observation Task: Create a mini resource booklet related to theme
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				
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 makes change from \$5, uses decimal notation and dollar and cent symbols to represent a collection of bills and coins.	Counts change inconsistently. Uses decimal notation and dollar and cent symbols to represent a collection of bills and coins.	Does not count back change.	* Maintain for those students who scored 3 in Q3. Reteach/Assess for those students who scored 2 or 1 in Q3. **ALL STUDENTS WILL RECEIVE A REPORT CARD
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)	Solves three-digit addition and subtraction problems with and without regrouping. Uses inverse operations to check answers.	Solves some three-digit addition and subtraction problems with and/or without regrouping.	Does not solve three-digit addition and subtraction problems with or without regrouping.	* Maintain for those students who scored 3 in Q3. Reteach/Assess for those students who scored 2 or 1 in Q3. **ALL STUDENTS WILL RECEIVE A REPORT CARD
Uses concepts of multiplication (M2N3a-c)	Uses repeated addition, arrays, and/or skip counting to multiply one-digit math facts. Constructs and uses the multiplication table.	Uses repeated addition, arrays, and/or skip counting to multiply one-digit math facts. Constructs or uses the multiplication table.	Does not use strategies to solve multiplication problems. Does not use or construct multiplication table.	Teacher Observations Slate Assessments Quarterly Assessments Teacher Anecdotal Framework Tasks and Assessments - Unit 7
Uses concepts of division (M2N3d)	Independently uses equal sharing, forming equal groups, and/or repeated subtraction to divide.	Begins to use equal sharing, forming equal groups, and/or repeated subtraction to divide with assistance.	Does not use equal sharing, forming equal groups, and/or repeated subtraction to divide independently or with assistance.	Teacher Observations Slate Assessments Quarterly Assessments Teacher Anecdotal Framework Tasks and Assessments - Unit 7
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

Number Sense and Operations cont.	3	2	1	Evidence
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 -.	Teacher Observations Slate Assessments Quarterly Assessments Teacher Anecdotal Framework Tasks and Assessments - Unit 2
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).	* Maintain for those students who scored 3 in Q2. Reteach/Assess for those students who scored 2 or 1 in Q2. **ALL STUDENTS WILL RECEIVE A REPORT CARD GRADE EVEN IF ASSESSED IN PREVIOUS QUARTERS.
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.	* Maintain for those students who scored 3 in Q2. Reteach/Assess for those students who scored 2 or 1 in Q2. **ALL STUDENTS WILL RECEIVE A REPORT CARD GRADE EVEN IF ASSESSED IN
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.	* Maintain for those students who scored 3 in Q2. Reteach/Assess for those students who scored 2 or 1 in Q2. **ALL STUDENTS WILL RECEIVE A REPORT CARD GRADE EVEN IF ASSESSED IN
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.	* Maintain for those students who scored 3 in Q2. Reteach/Assess for those students who scored 2 or 1 in Q2. **ALL STUDENTS WILL RECEIVE A REPORT CARD GRADE EVEN IF ASSESSED IN
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.	* Maintain for those students who scored 3 in Q2. Reteach/Assess for those students who scored 2 or 1 in Q2. **ALL STUDENTS WILL RECEIVE A REPORT CARD GRADE EVEN IF ASSESSED IN PREVIOUS QUARTERS.

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 three-digit word problems with and without regrouping (using a variety of strategies)	Inconsistently solves three-digit word problems with and without regrouping	Does not solve three-digit word problems with and without regrouping	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. (completes both criteria)	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. (completes 1 of 2 criteria)	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.	
Civic Understandings	3	2	1	
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)	
Government/Civic Understandings cont.	3	2	1	Evidence
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 Understandings	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	Evidence
Describes life cycles of animals, and plants (S2L1a-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	Evidence
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.	