

## Grade 2 Report Card Rubric

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The performance levels below are used to reflect the learner's progress towards meeting each Standard.

Mark	What it stands for	Description
3	Consistently	The learner is meeting grade level expectations for this point in the school year. Performance is characterized by thorough understanding of concepts and skills.
2	Progressing	The learner is progressing toward grade level expectations for this point in the school year. Performance is characterized by the ability to apply skills expected with guidance and support to successfully engage in tasks aligned to this standard. Performance varies regarding accuracy, quality, and level of support needed
1	Inconsistently	The learner is not yet meeting grade level expectations for this point in the school year. Performance does not yet demonstrate understanding of concepts and skills expected. Performance is inconsistent even with guidance and support.

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MATHEMATICS	
Operations & Algebraic Thinking: Represents and solves word problems involving addition and subtraction. (2.OA.1)	
Assessed in Trimester 2 & 3	Learner can 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Numbers and Operations in Base Ten: Understand place value. (2.NBT.1)	
Assessed in Trimester 1, 2 & 3	Learner can understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand 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 (and 0 tens and 0 ones).
Numbers and Operations in Base Ten: Compare two three-digit numbers based on the meaning of hundreds, tens and ones digits. (2.NBT.4)	
Assessed in Trimester 1, 2 & 3	Learner can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
Numbers and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract. (2.NBT.7)	
Assessed in Trimester 3	Learner can add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. 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.

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Numbers and Operations in Base Ten: Explain why addition and subtraction work. (2.NBT.9)	
Assessed in Trimester 3	Learner can explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Measurement and Data: Measure and estimate lengths in standard units. (2.MD.2)	
Assessed in Trimester 1, 2 & 3	Learner can measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
Measurement and Data: Relate addition and subtraction to length. (2.MD.5)	
Assessed in Trimester 1	Learner can use addition and subtraction within 20 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and beginning to use equations with a symbol for the unknown number to represent the problem
Assessed in Trimester 2 & 3	Learner can use addition and subtraction within 100 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
Measurement and Data: Represent whole numbers as lengths on a number line diagram (2.MD.6)	
Assessed in Trimester 2 & 3	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... , and represent whole-number sums and differences within 100 on a number line diagram.
Geometry: Partition a rectangle into rows and columns. (2.G.2)	
Assessed in Trimester 3	Learner can partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

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Geometry: Partition circles and rectangles into equal parts. (2.G.3)	
Assessed in Trimester 3	Learner can partition 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. Recognize that equal shares of identical wholes need not have the same shape.
ELA	
Reading: Literature & Informational Text	
Use key ideas and details to recount a text which could include stating the main idea and detail, character, setting, author's message. (CC.2.RI.1; CC.2.RL.1)	
Assessed in Trimester 1, 2 & 3	Learner can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Describe how characters in a story respond to major events and challenges. (CC.R.RL.3)	
Assessed in Trimester 1, 2 & 3	Learner can describe how characters in a story respond to major events and challenges.
Compare and contrast two or more versions of the same story. (CC.2.RL.9)	
Assessed in Trimester 3	Learner can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Determine the overall structure of a text/story using various text features to locate key facts or information in a text. (CC.2.RI.5)	
Assessed in Trimester 1, 2 & 3	Learner can know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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Compare and contrast the most important points presented by two texts on the same topic. (CC.2.RI.5)	
Assessed in Trimester 1 & 3	Learner can compare and contrast the most important points presented by two different texts on the same topic.
Reading: Foundational Skills	
Know and apply phonics to read grade level phonics and word analysis skills in decoding words. (CC.2.RF.3)	
Assessed in Trimester 1, 2 & 3	Learner can know and apply phonics to read grade level phonics and word analysis skills in decoding words.
Read with accuracy and fluency to support comprehension. (CC.2.RF.4)	
Assessed in Trimester 1, 2 & 3	Learner can know and apply phonics to read grade level text with fluency (rate, phrasing, intonation) and accuracy to support comprehension.
Writing	
Write opinion pieces. (CC.2.W.1)	
Assessed in Trimester 3	Learner can write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Write informative/explanatory texts. (CC.2.W.2)	
Assessed in Trimester 1 & 3	Learner can write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Write narratives to recount an event. (CC.2.W.3)	
Assessed in Trimester 1 & 2	Learner can write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure

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Speaking and Listening	
While following rules for discussions, participate in collaborative conversations with diverse partnerships about grade 2 topics and texts. (CC.2.SL.1)	
Assessed in Trimester 1, 2 & 3	Learner can participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Language	
Demonstrate command of the conventions of standard English grammar and usage when writing. (CC.2.L.2)	
Assessed in Trimester 1, 2 & 3	Learner can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Determine the meaning of unknown and multiple-meaning words and phrases. (CC.2.L.4)	
Assessed in Trimester 1, 2 & 3	Learner can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
SCIENCE	
Life Science	
Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	
Assessed in Trimester 2 & 3	Learner can develop a simple model that imitates the function of an animal in dispersing seeds or pollinating plants.

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Physical Science	
Describe and classify different kinds of materials by their observable properties	
Assessed in Trimester 1, 2 & 3	Learner can plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
Earth Science	
Demonstrate understanding that wind or water changes the shape of the land	
Assessed in Trimester 3	Learner can compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
Engineering, Technology, and the Application of Science	
Ask questions, make observations, and gather information about a situation people want to change.	
Assessed in Trimester 1, 2 & 3	Learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
SOCIAL STUDIES	
Behavioral Science	
Understand we are individuals influenced by our relationships and environments.	
Assessed in Trimester 3	Learner can recognize we are individuals affected by our relationships and environments

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Understand ways people change and adapt to new situations in places and within a family.	
Assessed in Trimester 3	Learner can understand ways people change and adapt to new situations in places and within a family.
Economics	
Analyze how an economy functions as a whole.	
Assessed in Trimester 2 & 3	Learner can study how an economy works as a whole.
Geography	
Use geographic tools and ways of thinking to understand the world.	
Assessed in Trimester 1, 2 & 3	Learner can use geographic tools and ways of thinking to understand the world.
History	
Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	
Assessed in Trimester 2 & 3	The learner can describe a person or event from the past that reflects their own life in some way; explain why two people can talk about an event from different viewpoints; explain how something from the past can affect their life now.
Political Science	
Analyze and evaluate the powers and purposes of political and civic institutions.	
Assessed in Trimester 3	Learner can analyze and evaluate the powers and purposes of political and civic institutions.



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SOCIAL/EMOTIONAL DEVELOPMENT	
Uses verbal and nonverbal language to demonstrate a variety of emotions	
Assessed in Trimester 1, 2 & 3	Learner can define the concept of an emotion, use vocabulary to label emotions verbally, categorize emotions and connect facial expressions to emotion words.
Displays age appropriate self-control	
Assessed in Trimester 1, 2 & 3	Learner can recognize and understand the difference between thoughts and feelings, emotions and strong emotions, and recognize the various zones and associated tools/strategies for self control. The learner can categorize the examples of self control.
Recognizes the feeling of another child and respond with basic comfort and empathy	
Assessed in Trimester 1, 2 & 3	Learner can identify that others have feelings by understanding the verbal/nonverbal cues in others and understand why it's important to show comfort to others.
Goal Setting: Displays curiosity, risk-taking, and willingness to engage in new experiences	
Assessed in Trimester 1, 2 & 3	Learner can understand what a goal is & how to set one
Demonstrates awareness of self as a unique individual	
Assessed in Trimester 1, 2 & 3	Learner can identify personal characteristics and understand similarities and differences between self & others
Demonstrates listening skills in conversations	
Assessed in Trimester 1, 2 & 3	Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations
Identifies and communicates needs in conflict situations	
Assessed in Trimester 1, 2 & 3	Learner can identify examples and non-examples of a problem, understand the size & severity of a problem, and how to communicate their needs to students or adults.

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Recognizes that they have choices in how to respond to situations	
Assessed in Trimester 1, 2 & 3	Learner can identify what it means to make a choice and how to identify choices in different situations
Demonstrates understanding of simple rules related primarily to personal health and safety	
Assessed in Trimester 1, 2 & 3	Learner can identify and apply school wide behavioral & safety (drill) expectations, and understand the concept of personal space
Art	
CREATE: Utilize a variety of materials to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.	
Assessed in Trimester 1, 2 & 3	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.
RESPOND: Verbally and/or visually describe design elements, details, subject matter, and the context of an artwork.	
Assessed in Trimester 1, 2 & 3	The learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.

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Music	
Standard 1: Perform: Student demonstrates understanding and applies music concepts through singing, instrument playing, reading, and movement.	
Assessed in Trimester 1, 2 & 3	<p><b>3: Consistently:</b></p> <ul style="list-style-type: none"> <li>Student <b>independently, consistently, and accurately demonstrate</b> a variety of developmentally appropriate musicianship skills such as singing tunefully, playing instruments, reading notation systems, and moving to music.</li> </ul> <p><b>2: With prompting:</b></p> <ul style="list-style-type: none"> <li>Student demonstrate <b>growth toward independence and consistency</b> in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.</li> </ul> <p><b>1: With teacher support:</b></p> <ul style="list-style-type: none"> <li>With guidance, student <b>participates in</b> listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.</li> </ul>
Standard 2: Create: Student generates and refines musical ideas such as rhythmic/melodic phrases or expressive movement.	
Assessed in Trimester 1, 2 & 3	<p><b>3: Consistently:</b></p> <ul style="list-style-type: none"> <li>Student <b>independently, consistently, and accurately</b> applies targeted music concepts through improvisation, composition, or creative movement.</li> </ul> <p><b>2: With prompting:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, student applies targeted music concepts through improvisation, composition, or creative movement.</li> </ul> <p><b>1: With teacher assistance:</b></p> <ul style="list-style-type: none"> <li>With guidance, student <b>engages in or experiences</b> creative musical ideas through improvisation, composition, or creative movement.</li> </ul>

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### Standard 3: Ensemble Skills: Student actively and appropriately contributes to collaborative music making and learning.

Assessed in  
Trimester 1, 2 & 3

**3: Consistently:**

- Student independently and consistently **performs to their highest ability**, responds to feedback regarding personal performance, holds themselves accountable **to enhance** group success, and shows care for materials.

**2: With prompting:**

- With prompting and support, student **performs as part of an ensemble**, responds to feedback regarding personal performance, **contributes** to group success, and shows care for materials.

**1: With teacher assistance:**

- With guidance, student **performs as part of** an ensemble.

### Physical Education

### Standard 1: The student can demonstrate competency in a variety of movements during physical activity.

Assessed in  
Trimester 1, 2 & 3

**3: Consistently:**

- Learner can **independently** demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).

**2: With prompting:**

- Learner can demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills) with **occasional verbal cues and reminders**.

**1: With teacher assistance:**

- Learner needs **frequent cue reminders and sometimes physical assist** to demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills)

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Standard 2: The student can apply different movement concepts, strategies, and tactics related to the game to increase performance.	
Assessed in Trimester 1, 2 & 3	<p><b><u>3: Consistently:</u></b></p> <ul style="list-style-type: none"> <li>Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.</li> </ul> <p><b><u>2: With prompting and support:</u></b></p> <ul style="list-style-type: none"> <li>Learner can move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities with <b>occasional verbal cues and reminders</b>.</li> </ul> <p><b><u>1: With teacher support:</u></b></p> <ul style="list-style-type: none"> <li>Learner needs <b>frequent cue reminders and sometimes physical assist</b> to move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.</li> </ul>
Standard 4: The student can display responsible personal and social behaviors that respects self and others and why it's important.	
Assessed in Trimester 1, 2 & 3	<p><b><u>3: Consistently:</u></b></p> <ul style="list-style-type: none"> <li>Learner can independently accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment.</li> </ul> <p><b><u>2: With prompting and support:</u></b></p> <ul style="list-style-type: none"> <li>Learner can accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment with <b>occasional verbal cues and reminders</b>.</li> </ul> <p><b><u>1: With teacher support:</u></b></p> <ul style="list-style-type: none"> <li>Learner needs <b>frequent reminders and verbal cues</b> to help them to accept personal responsibility, follow classroom protocols, show confidence in their and others abilities, and show respect for self, others, and equipment.</li> </ul>