

## 2nd Grade Report Card Rubric



As per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.
- 3 - The student is consistently meeting grade level expectations, with little or no support. Performance is characterized by thorough understanding of concepts and skills.
- 2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 - At this time, the student is not meeting grade level expectations. Performance is inconsistent with guidance and support.

NA - Not assessed

M - The standards for the area indicated have been modified.

Performance in special subject areas (Physical Education and Health, World Language, Art, and Music) will be reported accordingly:

O - Outstanding      S+ - Very Good      S - Satisfactory      N - Needs Improvement

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### **Reading Literature and Informational Text**

AREA OF ASSESSMENT: Asks and answers questions\* to demonstrate understanding of key details in a text \* Who, what, where, when, why and how

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently ask and answer questions about above benchmark texts read.	Student can independently and consistently ask and answer questions relevant to key ideas and details about above benchmark texts read.	Student can independently and consistently ask and answer questions relevant to key ideas and details to demonstrate understanding about above benchmark texts read.
3	Student can consistently answer questions about benchmark texts read .		Student can consistently ask and answer questions relevant to key ideas and details of benchmark text read.
2	With prompting and support, student can answer some questions about benchmark or below benchmark texts read.		With teacher prompting and support, student can ask and answer questions relevant to key ideas and details about benchmark texts. Student can ask and answer questions relevant t key ideas and details about below benchmark texts read.
1	With consistent prompting and support, student has difficulty answering questions about below benchmark texts read.		With consistent prompting and support, student has difficulty asking and answering questions relevant to key ideas and details about below benchmark texts read.

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AREA OF ASSESSMENT: Describes how characters respond to major events and challenges using key details  
(as supported by read alouds, shared reading, and classroom discussions)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently identify the challenges a character faces in above benchmark texts.	Student can independently and consistently identify challenges and describe the character's responses to those challenges, using key details from the story, in above benchmark texts.	Student can independently & consistently identify the traits, motivations, and feelings of a character, using key details from the story, in above benchmark texts.
3	Student can consistently identify characters, setting, and all main events using key details in benchmark texts.	Student can consistently identify characters, setting and, all main events, including the challenges a character faces , using key details in benchmark texts.	Student can consistently identify characters, setting, & all main events, including the challenges a character faces and how the character responds to those challenges, using key details in benchmark texts.
2	With prompting and support, student can identify character, setting, and main events in benchmark or below benchmark texts.	Student can consistently identify characters, setting, & all main events using key details in benchmark or below benchmark texts. With prompting and support, student can consistently identify characters, setting, & all main events using key details in benchmark texts.	Student can consistently identify characters, setting and, all main events, including the challenges a character faces, using key details in benchmark or below benchmark texts. With prompting and support, student can consistently describe how the character responds to challenges.
1	With consistent prompting and support, student has difficulty identifying character, setting, and/or main events in below benchmark texts.	With consistent prompting and support, student can identify character, setting, and main events, but has difficulty identifying the challenges a character faces in below benchmark texts.	With consistent prompting and support, student has difficulty identifying the challenges a character faces and/or describing how the character responds to those challenges in benchmark texts.

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### Reading Literature and Informational Text

AREA OF ASSESSMENT: Demonstrates understanding of author's message

(as supported by read alouds, shared reading, and classroom discussions)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently determine the author's message in above benchmark texts, citing at least one piece of evidence.	Student can consistently and independently determine the author's message in above benchmark texts citing two or more pieces of evidence.	Student can consistently and independently determine the author's message in above benchmark texts citing evidence and explaining how it relates to the theme.
3	Student can consistently determine the author's message in benchmark texts.	Student can consistently determine the author's message in benchmark texts and cite one piece of evidence.	Student can consistently determine the author's message in benchmark texts and cite two or more pieces of evidence.
2	With prompting and support, student attempts to determine the author's message in benchmark and below benchmark texts with inconsistent results.	With prompting and support, student can determine the author's message in benchmark and below benchmark texts with inconsistent results.	With prompting and support, student can determine the author's message in benchmark and below benchmark texts and cite one piece of evidence with inconsistent results.
1	With consistent prompting and support, student has difficulty determining the author's message in below benchmark texts.		With consistent prompting and support, student has difficulty determining the author's message in below benchmark texts and in citing one piece of evidence.

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AREA OF ASSESSMENT: Compares and contrasts two texts on the same topic (literary or informational texts)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently & consistently identify multiple similarities and differences between two or more above benchmark texts.		
3	Student can consistently identify some similarities and differences between two benchmark texts.		
2	With prompting and support, student can identify some similarities and differences between two benchmark or below benchmark texts.	With prompting and support, student can identify some similarities and differences between two benchmark texts.	
1	With consistent prompting and support, student has difficulty identifying some similarities and differences between two benchmark or below benchmark texts.		

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### Reading Literature and Informational Text

AREA OF ASSESSMENT: Identifies and uses text features to locate key facts/information

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently identify multiple nonfiction text features and uses them to locate information within above benchmark texts read.	Student can independently and consistently identify and use multiple nonfiction text features to efficiently locate key facts and information within above benchmark texts read.	Student can independently and consistently identify and use multiple nonfiction text features and/or search tools to efficiently locate key facts and information within above benchmark texts read.
3	Student can consistently identify multiple nonfiction text features within benchmark texts read.	Student can consistently identify multiple nonfiction text features and with support, use them to locate key facts and information within benchmark texts read.	Student can consistently identify and use multiple nonfiction text features to efficiently locate key facts and information within benchmark texts read.
2	With prompting and support, student can identify 1-2 nonfiction text features within benchmark or below benchmark texts read.	With prompting and support, student can identify and use 1-2 nonfiction text features to locate key facts and information within benchmark or below benchmark texts read.	With teacher support, student can identify and use multiple nonfiction text features to efficiently locate key facts and information within benchmark texts read.

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1	With consistent prompting and support, student has difficulty identifying nonfiction text features within below benchmark texts read.	With consistent prompting and support, student can identify 1-2 nonfiction text features but has difficulty using them to locate information within below benchmark texts read.	With consistent prompting and support, student can identify multiple nonfiction text features but has difficulty using them to locate key facts and information within benchmark texts read.
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### Foundational Skills: Phonics and Sight Words

AREA OF ASSESSMENT: Reads high-frequency and sight words

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and accurately read all grade level high-frequency and sight words with automaticity.	Student can independently and accurately read above grade level high-frequency and sight words with automaticity.	Student can independently and accurately read above grade level high-frequency and sight words within text with automaticity. Student consistently transfers all high-frequency and sight words correctly into writing.
3	Student can recognize all grade level high-frequency and sight words taught to date with automaticity.	Student can recognize all grade level high-frequency and sight words taught to date and with some consistency read them within text with automaticity.	Student recognizes all grade level high-frequency sight words and reads them consistently within text with automaticity.
2	Student can recognize more than half of all grade level high-frequency and sight words taught to date with automaticity.		Student can recognize more than half of all grade level high frequency and sight words with some consistency and reads them within text with automaticity.
1	Student can recognize less than half of grade level high-frequency and sight words taught to date with automaticity.		Student can recognize less than half of all grade level high-frequency and sight words taught throughout the year with automaticity.

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AREA OF ASSESSMENT: Decodes unknown words using phonics and word analysis skills

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and accurately apply phonics and word analysis skills to decode unfamiliar words.	Student can independently and accurately apply phonics and a variety of word analysis skills to decode unfamiliar words	
3	Student can apply phonics to decode unfamiliar words.	Student can apply phonics and word analysis skills taught to decode unfamiliar words with some consistency.	Student can consistently and accurately apply phonics and word analysis skills taught to decode unfamiliar words.
2	With prompting and support, student can apply phonics to decode unfamiliar words.	With prompting and support, student can apply phonics and/or word analysis skills taught to decode unfamiliar words.	
1	With consistent prompting and support, student has difficulty applying phonics to decode unfamiliar words.	With consistent prompting and support, student has difficulty applying phonics to decode unfamiliar words or word analysis skills taught to decode unfamiliar words.	

### Foundational Skills: Fluency

AREA OF ASSESSMENT: Reads fluently to support comprehension of benchmark text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently read above benchmark texts at an accelerated rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.		
3	Student can consistently read benchmark texts at an appropriate rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.		
2	Student can read benchmark texts at a rate that hinders their ability to demonstrate comprehension. With prompting and support, student can use context and rereading to correct for word recognition and understanding.		
1	Student can read below benchmark texts at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support, student has difficulty using context and rereading to correct for word recognition and understanding.		



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### Language and Writing

AREA OF ASSESSMENT: Writes grade level pieces across the curriculum (narrative, informational, and opinion)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently write for various purposes. Ideas are clearly related to and focused on the topic and purpose for writing. (narrative)	Student can consistently and independently write for various purposes. Ideas are clearly related to and focused on the topic and purpose for writing. Student can apply multiple writing strategies presented by the teacher. (narrative and informational)	Student can consistently and independently write for various purposes. Ideas are clearly related to and focused on the topic and purpose for writing. Student continuously grows as a writer by applying self-generated writing strategies (narrative, informational, and opinion)
3	Student can consistently and independently write for various purposes. Ideas are related to the topic and purpose for writing. (narrative)	Student can consistently and independently write for various purposes. Ideas are related to the topic and purpose for writing. Student can apply some writing strategies presented by the teacher. (narrative and informational)	Student can consistently write for various purposes. Ideas are related to the topic and purpose for writing. Student can apply all writing strategies presented by the teacher. (narrative, informational, and opinion)
2	With prompting and support, the student can write for various purposes. (narrative)	With prompting and support, the student can write for various purposes. Student attempts to apply some writing strategies presented by the teacher. (narrative and informational)	With prompting and support, the student can write for various purposes. Student can apply some writing strategies presented by the teacher. (narrative, informational, and opinion)
1	With consistent prompting and support, the student has difficulty writing for various purposes. (narrative)	With consistent prompting and support, the student has difficulty writing for various purposes and applying writing strategies presented by the teacher. (narrative and informational)	With consistent prompting and support, the student has difficulty writing for various purposes and applying some writing strategies presented by the teacher. (narrative, informational, and opinion)

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### Language and Writing

AREA OF ASSESSMENT: Revises writing by elaborating to focus on meaning and details

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently revise writing by applying various strategies and elaborate to develop a stronger focus. Evidence of revision is shown within multiple writing pieces.	Student can consistently and independently revise writing by applying various strategies and elaborate to develop a stronger focus. Evidence of revision is shown within all writing pieces.	
3	Student can consistently and independently revise writing by applying various strategies and elaborate to develop a stronger focus.	Student can consistently revise writing by applying various strategies and elaborate to develop a stronger focus. Evidence of revision is shown within writing pieces.	
2	With prompting and support, the student can attempt to revise writing by applying 1-2 strategies presented by the teacher.	With prompting and support, the student can revise writing by applying various strategies presented by the teacher to develop a stronger focus.	
1	With consistent prompting and support, the student has difficulty revising writing.	With continuous prompting and support, the student has difficulty revising writing by applying 1-2 strategies presented by the teacher.	

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### Conventions of Standard English

AREA OF ASSESSMENT: Demonstrates command of capitalization, punctuation, grammar, and spelling when writing

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently follow the rules of capitalization, punctuation, and grammar when writing. Student exceeds grade appropriate spelling skills taught to date.		
3	Student can consistently follow the rules of capitalization, punctuation, and grammar when writing as well as apply grade appropriate spelling skills taught to date.		
2	With prompting and support, the student can follow the rules of capitalization, punctuation, and grammar when writing as well as apply grade appropriate spelling skills taught to date.		
1	With consistent prompting and support, the student has difficulty following the rules of capitalization, punctuation, and grammar when writing as well as in applying grade appropriate spelling skills taught to date.		

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### Speaking and Listening

AREA OF ASSESSMENT: Participates in collaborative conversations

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas and explain his/her own ideas.	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, and encourage others to participate.	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, and encourage others to participate. Student can keep conversations on topic.
3	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group).	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group) and explain his/her own ideas.	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group), explain his/her own ideas, and build on other's ideas.
2	When prompted/invited by others, the student can engage in collaborative conversations (one-on-one, small group, and whole group).	When prompted/invited by others, the student can engage in collaborative conversations (one-on-one, small group, and whole group) and explain his/her own ideas.	When prompted/invited by others, the student can engage in collaborative conversations (one-on-one, small group, and whole group), explain his/her own ideas, and build on other's ideas.

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1	When prompted/invited by others, the student has difficulty engaging in collaborative conversations (one-on-one, small group, and whole group).	When prompted/invited by others, the student can engage in some collaborative conversations (one-on-one, small group, and whole group) and, at times, explain his/her own ideas.	When prompted/invited by others, the student can engage in some in collaborative conversations (one-on-one, small group, and whole group) and, at times, explain his/her own ideas and build on other's ideas.
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### Operations and Algebraic Thinking

AREA OF ASSESSMENT: Represents and solves problems involving addition and subtraction (within 100)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently determine operation, accurately apply an appropriate strategy to solve a one-step word problem, and explain why the chosen strategy is efficient and why it works.	Student can consistently and independently determine operation, accurately apply an appropriate strategy to solve a one or two-step word problems, and explain why the chosen strategy is efficient and why it works.	Student can consistently and independently determine operation, accurately apply an appropriate strategy to solve multi-step word problems, and explain why the chosen strategy is efficient and why it works.
3	Student can consistently determine operation and accurately applies an appropriate strategy to solve one-step word problems.	Student can consistently determines operation and accurately applies an appropriate strategy to solve one and two-step word problems.	
2	With teacher support, student can determine operation and accurately applies an appropriate strategy to solve one-step word problems.	With teacher support, student can determine operation and accurately applies an appropriate strategy to solve one and two-step word problems.	
1	With consistent teacher support, student has difficulty determining operation and accurately applying an appropriate strategy to solve one-step word problems.	With consistent teacher support, student has difficulty determining operation and in accurately applying an appropriate strategy to solve one and two-step word problems.	

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AREA OF ASSESSMENT: Adds and subtracts within 20 (using mental strategies )

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently demonstrate fluency using mental strategies to apply addition and subtraction facts beyond 20.		
3	Student can consistently demonstrates fluency using mental strategies and apply addition and subtraction facts up to and including 20.		
2	With teacher support, student is developing fluency and using a variety of mental strategies, when adding and subtracting combinations up to and including 20. Student may use counting on fingers and number lines as well as mental strategies at times.	Student is developing fluency using mental strategies to add and subtract combinations up to and including 20. Student may use number lines as well as mental strategies at times.	
1	Student is not yet developing fluency with using mental strategies when adding and subtracting combinations up to and including 20.		

*By end of Grade 2, know from memory all sums of two one-digit numbers.*

## Operations and Algebraic Thinking

AREA OF ASSESSMENT: Works with equal groups of objects to gain foundations for multiplication

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently create a visual representation and relate it to multiplication.	Student can consistently and independently recognize situations that involve multiplication and solve them accurately.	
3	Student can consistently determine whether a group of objects (up to 20) has an odd or even number of members and create a visual representation to model repeated addition (with up to 5 rows and columns).		
2	With teacher support, student can determine whether a group of objects (up to 20) has an odd or even number of members and create a visual representation to model repeated addition (with up to 5 rows and columns).		
1	With consistent teacher support, student has difficulty determining whether a group of objects (up to 20) has an odd or even number of members, and in creating a visual representation to model repeated addition.		

## 2nd Grade Report Card Rubric

### Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Understands place value

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently identify and represent thousands, hundreds, tens, and ones; count beyond 1000; and skip-count by 5s, 10s, and 100s.	Student can consistently and independently identify and represent thousands, hundreds, tens, and ones; and compare 4-digit numbers using $>$ , $<$ , and $=$ ; count beyond 1000; skip-count by 5s, 10s, and 100s; and read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
3	Student consistently identify and represent hundreds, tens, and ones.	Student consistently identify and represent hundreds, tens, and ones; compare 3-digit numbers using $>$ , $<$ , and $=$ ; count within 1000; skip-count by 5s, 10s, and 100s; and read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
2	With teacher support, student can identify and represent hundreds, tens, and ones.	With teacher support, student can identify and represent hundreds, tens, and ones; compare 3-digit numbers using $>$ , $<$ , and $=$ ; count within 1000; skip-count by 5s, 10s, and 100s ; and read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
1	With consistent teacher support, student has difficulty identifying and representing hundreds, tens, and ones.	With consistent teacher support, student has difficulty identifying and representing hundreds, tens, and ones, and in comparing 3-digit numbers using $>$ , $<$ , and $=$ .	

### Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Uses place value understanding and properties of operations to add and subtract

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently use multiple strategies to add and subtract beyond 100 fluently, efficiently, and accurately; and mentally add or subtract 10 from a given number.	Student can consistently and independently use multiple strategies to efficiently and accurately add and subtract 2 three-digit numbers beyond 1,000 with and without regrouping; and mentally add or subtract 10 or 100 from a given number.

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3		Student can consistently use multiple strategies to add and subtract fluently, efficiently and accurately within 100.	Student can consistently use multiple strategies to efficiently and accurately add up to 4 two-digit numbers and and add and subtract with and without regrouping within 1,000.
2		With teacher support, student can use multiple place value strategies to add and subtract within 100.	With teacher support, student can use multiple strategies to add up to 4 two-digit numbers and add and subtract numbers with and without regrouping within 1,000.
1		With teacher support, student has difficulty using multiple place value strategies to add and subtract within 100.	With teacher support, student has difficulty using multiple strategies and models to add up to 4 two-digit numbers add and add and subtract with and without regrouping within 1,000.

### Measurement and Data

AREA OF ASSESSMENT: Tells time and solves problems involving time

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently tell time from both analog and digital clocks to the nearest minute from using a.m. and p.m, and demonstrate some ability to solve problems involving elapsed time.	
3		Student can consistently tell time from analog and digital clocks to the nearest five minutes using a.m. and p.m.	
2		With teacher support, student can tell time from analog and digital clocks to the nearest five minutes using a.m./p.m.	
1		With consistent teacher support, student has difficulty telling time from analog & digital clocks to the nearest 5 minutes.	

AREA OF ASSESSMENT: Counts money and solves problems involving money

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently count, draw, and solve word problems involving money up to and/or over one dollar.	
3		Student can consistently count, draw, and solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols as appropriate.	
2		With teacher support, student can count, draw, and solve problems word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols as appropriate.	
1		With consistent teacher support, student has difficulty counting, drawing, and solving problems involving money up to one dollar.	



## 2nd Grade Report Card Rubric

### Measurement and Data

AREA OF ASSESSMENT: Measures and estimates length in standard units

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently make reasonable estimates of length within a given unit, accurately measures objects with multiple tools, and compare the lengths of multiple objects.
3			Student can consistently make reasonable estimates of length, use a ruler to measure in metric and customary units, and determine how much longer one object is than another.
2			With teacher support, student can make reasonable estimates of length and use a ruler to measure in metric and customary units, and determine how much longer one object is than another.
1			With consistent teacher support, student has difficulty making reasonable estimates of length and in using a ruler to measure in metric and customary units.

AREA OF ASSESSMENT: Relates addition and

subtraction to length

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student consistently and independently adds and subtracts beyond 100 to solve word problems involving length; and represent whole number lengths on a number line.
3			Student consistently adds and subtracts within 100 to solve word problems involving lengths given in the same units; and represent whole number lengths on a number line.
2			With teacher support, student can add and subtract to solve word problems involving length, and represent whole number lengths on a number line.
1			With consistent teacher support, student has difficulty adding and subtracting to solve word problems involving length, and in representing whole number lengths on a number line.

AREA OF ASSESSMENT: Represents and interprets data

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently generate data by measuring lengths, represent, read, and interpret data on line plots, picture, and bar graphs; solve problems and create and answer questions using the information from graphs.
3			Student can consistently generate data by measuring lengths, represent, read, and interpret data on line plots, picture, and bar graphs; and solve problems using the information from graphs.

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2			With teacher support, student can represent, read, and interpret data on line plots, picture, and bar graphs. Student requires teacher support to solve problems using the information from these graphs.
1			With consistent teacher support, student has difficulty representing, reading, and interpreting data on line plots, picture and bar graphs; and in solving problems using the information from graphs.

### Geometry

AREA OF ASSESSMENT: Reason with shapes and their attributes

*Examples of shapes: triangles, quadrilaterals, pentagons, hexagons, cubes*

*Examples of attributes: number of angles, number of faces, number of sides*

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can independently and consistently identify, draw, partition (halves, thirds, quarters, etc.) and describes a shape given its name or attributes, and consistently and accurately solve problems involving the attributes of a shape.
3			Student can consistently identify, draw, partition (halves, thirds, quarters), and describe a shape given its name or attributes, and solve problems accurately based on the attributes of a shape.
2			With teacher support, student can identify, draw, partition (halves, thirds, quarters), and describe a shape given its name or attributes, and solve problems accurately based on the attributes of a shape.
1			With consistent teacher support, student has difficulty identifying, drawing, partitioning (halves, thirds, quarters), and describing attributes of a shape given its name or attributes, and in solving problems accurately based on the attributes of a shape.

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### Science and Engineering Practices

AREA OF ASSESSMENT: Asks questions, analyzes data, makes observations, and communicates findings/solutions

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently ask questions based on observations and information gathered.	Student can independently and consistently ask questions, make observations, and communicate findings.	Student can independently and consistently ask questions, make observations, analyze data, and communicate findings.
3	With prompting and support, student can ask questions based on observations and information gathered.	With prompting and support, student can ask questions, make observations, and communicate findings.	With prompting and support, student can ask questions, make observations, analyze data, and communicate findings.
2	With additional prompting and support, student can ask questions based on observations and information gathered.	With additional prompting and support, student can ask questions, make observations, and communicate findings.	With additional prompting and support, student can ask questions, make observations, analyze data, and communicate findings.
1	With substantial support and prompting, the student has difficulty asking questions based on observations and information gathered.	With substantial support and prompting, student has difficulty asking questions, making observations, and communicating findings.	With substantial support and prompting, student has difficulty asking questions, making observations, analyzing data, and communicating findings.

AREA OF ASSESSMENT: Uses a drawing or model to illustrate a concept, represent a relationship, or solve a problem

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently use a drawing to illustrate a concept or represent a relationship.	Student can independently and consistently use a model to illustrate a concept or represent a relationship.	Student can independently and consistently use a model or drawing to illustrate a concept, represent a relationship, or solve a problem.
3	With prompting and support, student can use a drawing to illustrate a concept or represent a relationship.	With prompting and support, student can use a model to illustrate a concept or represent a relationship.	With prompting and support, student can use a model or drawing to illustrate a concept, represent a relationship, or solve a problem.

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2	With additional prompting and support, student can use a drawing to illustrate a concept or represent a relationship.	With additional prompting and support, student can use a model to illustrate a concept or represent a relationship.	With additional prompting and support, student can use a model or drawing to illustrate a concept, represent a relationship, or solve a problem.
1	With substantial support and prompting, student has difficulty using a drawing to illustrate a concept or represent a relationship.	With substantial support and prompting, student has difficulty using a model to illustrate a concept or represent a relationship.	With substantial support and prompting, student has difficulty using a model or drawing to illustrate a concept, represent a relationship, or solve a problem.

### Relationships in Habitats

AREA OF ASSESSMENT: Understands the diversity of life in different habitats

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently compare and contrast plants and animals found in multiple habitats.		
3	Student can consistently identify plants and animals found in different habitats.		
2	With teacher support, student can identify plants and animals found in different habitats.		
1	With consistent teacher support, student has difficulty identifying plants and animals found in different habitats.		

AREA OF ASSESSMENT: Explains why plants need sunlight and water to grow and how an animal functions in dispersing seeds or pollinating plants

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently identify what plants need to grow and provide examples of how plants depend on animals for seed dispersal and pollination.		
3	Student can consistently identify what plants need to grow and explain how plants depend on animals for seed dispersal and pollination.		
2	With teacher support, student can identify what plants need to grow and explain how plants depend on animals for seed dispersal and pollination.		

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1	With consistent teacher support, student has difficulty identifying what plants need to grow and explaining how plants depend on animals for seed dispersal and pollination.		
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### Properties of Matter

AREA OF ASSESSMENT: Classifies different kinds of materials by their observable properties

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently classify and compare materials based on observable properties.		
3	Student can consistently classify materials based on observable properties.		
2	With teacher support, student can classify materials based on observable properties.		
1	With consistent teacher support, student has difficulty classifying materials based on observable properties.		

### Properties of Matter

AREA OF ASSESSMENT: Understands that materials have the properties that are best suited for an intended purpose

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently construct an argument as to why a given material is best suited for an intended purpose.	
3		Student can consistently explain why a given material is best suited for an intended purpose.	
2		With teacher support, student can explain why a given material is best suited for an intended purpose.	
1		With consistent teacher support, student has difficulty explaining why a given material is best suited for an intended purpose.	

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### Changes to Matter

AREA OF ASSESSMENT: Understands that an object made of a small set of pieces can be disassembled and made into a new one

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently take an object, disassemble it and make it into multiple structures.	
3		Student can consistently take an object, disassemble it and make it into a new structure.	
2		With teacher support, student can take an object, disassemble it and make it a new structure.	
1		With consistent teacher support, student has difficulty taking an object, disassembling it and making it into a new structure.	

AREA OF ASSESSMENT: Explains that some changes caused by heating or cooling can be reversed and some cannot

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently determine the changes caused by heating or cooling and state whether or not they can reversed by providing evidence.	
3		Student can consistently determine the changes caused by heating or cooling and state whether or not they can reversed.	
2		With teacher support, student can determine the changes caused by heating or cooling and state whether or not they can reversed.	
1		With consistent teacher support, student has difficulty determining the changes caused by heating or cooling and stating whether or not they can reversed.	

## 2nd Grade Report Card Rubric

### The Earth's Land and Water

AREA OF ASSESSMENT: Identifies where water is found on Earth and that it can be solid or liquid

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently identify and represent where water is found on Earth and whether it is solid or liquid in those places.	
3		Student can consistently identify where water is found on Earth & whether it is solid or liquid in those places.	
2		With teacher support, student can identify where water is found on Earth & whether it is solid or liquid in those places.	
1		With consistent teacher support, student has difficulty identifying where water is found on Earth and ...	

AREA OF ASSESSMENT: Understands the shapes and kinds of land and bodies of water in an area

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently identify and represent the shapes and kinds of land and bodies of water in an area.
3			Student can consistently identify the shapes and kinds of land and bodies of water in an area.
2			With teacher support, student can identify the shapes and kinds of land and bodies of water in an area.
1			With consistent teacher support, student has difficulty identifying the shapes and kinds of land . . .

## 2nd Grade Report Card Rubric

### Changes to Earth's Land

AREA OF ASSESSMENT: Explains how Earth events can occur quickly or slowly

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently identify how Earth events can occur quickly or slowly with evidence to support their claim.
3			Student can consistently identify which Earth events occur quickly or slowly.
2			With teacher support, student can identify which Earth events occur quickly or slowly.
1			With consistent teacher support, student has difficulty identifying which Earth events occur quickly/slowly.

AREA OF ASSESSMENT: Compares multiple solutions designed to slow or prevent wind or water from changing the shape of the land

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently construct and evaluate multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
3			Student can consistently compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
2			With teacher support, student can compare multiple solutions ...
1			With consistent teacher support, student has difficulty comparing multiple solutions ...

### Social Studies

AREA OF ASSESSMENT: Identifies traditions, holidays, and celebrations

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently describe and write about traditions, holidays, and celebrations studied in the trimester.		
3	Student can consistently and independently describe traditions, holidays, and celebrations studied in the trimester.		
2	With prompting and support, the student can describe traditions, holidays, and celebrations studied in the trimester.		
1	With consistent prompting and support, the student has difficulty describing traditions, holidays, and celebrations studied in the trimester.		

AREA OF ASSESSMENT: Understands the concept of change over time (past and present)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently identify multiple similarities and differences between situations of the past and present.	Student can consistently and independently identify multiple similarities and differences between situations of the past and situations of the present in oral and written form.	



## 2nd Grade Report Card Rubric

3	Student can consistently and independently identify one similarity and one difference between situations of the past and present.	Student can consistently and independently identify multiple similarities and differences between situations of the past and situations of the present.
2	With prompting and support, the student can identify one similarity and one difference between situations of the past and present.	With prompting and support, the student can identify multiple similarities and differences between situations of the past and situations of the present.
1	With consistent prompting and support, the student has difficulty identifying one similarity and one difference between situations of the past and present.	With consistent prompting and support, the student can identify one or more similarity and one or more difference between situations of the past and situations of the present

### AREA OF ASSESSMENT: Describes the difference between needs and wants

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently identify the difference between needs and wants and provide one example of each.	Student can consistently and independently identify the difference between needs and wants and provide multiple examples of each.	Student can consistently and independently identify the difference between needs and wants, provide multiple examples of each and distinguishes them clearly in writing.
3	Student can consistently and independently identify the difference between needs and wants.	Student can consistently and independently identify the difference between needs and wants and provide one example of each.	Student can consistently and independently identify the difference between needs and wants and provide multiple examples of each.
2	With prompting and support, the student can identify the difference between needs and wants.	With prompting and support, the student can identify the difference between needs and wants and provide one example of each.	With prompting and support, the student can identify the difference between needs and wants and provide multiple examples of each.
1	With consistent prompting and support, the student has difficulty identifying the difference between needs and wants.	With consistent prompting and support, the student can identify the difference between needs and wants as well as inconsistently provide one example of each.	With consistent prompting and support, the student can identify the difference between needs and wants as well as inconsistently provide multiple examples of each.