



2nd Grade

First Quarter

Rubrics

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

Updated 5/20/20

English Language Arts	0	1	2	3	4
2.R.1.A.b asking and responding to relevant questions (students not only respond/answer questions, they have to formulate a question which can be answered from the text)	Student correctly answers 0 of 6 who, what, when, where, why, and how questions.	Student correctly answers one question relating to the passage.	Student correctly creates a question, relating to the passage, and is able to answer one questions correctly.	Student correctly creates a question, relating to the passage, and is able to answer two questions correctly.	Student correctly creates a question to the passage and answers the question with text evidence. The student correctly answers 2 questions about the passage.
2.R.1.A.d retelling a story's beginning, middle, and end and determining its central message, lesson, or moral	Student displays no demonstration of understanding.	Student can correctly retell a part of the story (beginning, middle, <u>or</u> end)	Student can correctly retell a story's beginning, middle, <u>or</u> end. They can determine the central message, lesson, or moral.	Student can correctly retell a story's beginning, middle, and end, and determine the central message, lesson, or moral.	Student can correctly tell the story's beginning, middle, and end. They can also determine the central message, lesson, or moral, and include text evidence to support their answer.
2.R.2.A.b describe main characters in works of fiction, including their traits, motivations, and feelings	No demonstration of understanding.	Student correctly includes a detail about the character.	Student correctly describes the character and includes a trait, motivation, <u>or</u> feeling.	Student correctly describes the main character, including their traits, motivations, and feelings.	Student correctly describes the main character, including their traits, motivations, and feelings. Student uses text evidence to support their response.
2.RF.3.A.i reading irregularly spelled high-frequency words	No demonstration of understanding	Student can rarely read irregularly spelled high frequency words.	Student can read irregularly spelled high frequency words, with minimal support.	Student can consistently read irregularly spelled high frequency words, without support. .	No Exceeds
2.L.1.B.d capitalize weeks, days, months, holidays	No demonstration of understanding months and holidays.	Rarely In written text I can capitalize weeks, months and holidays.	Sometimes In written text I can capitalize weeks, months and holidays.	In written text, I can capitalize weeks, days, months and holidays.	No exceeds
2.L.1.B.f spell words using irregular spelling patterns	No demonstration of understanding	Rarely uses common spelling patterns when writing words	Sometimes uses common spelling patterns when writing words	Consistently uses common spelling patterns when writing words	No Exceeds
W.2.C: Write fiction or nonfiction narratives and poems.	The student writes a narrative text that includes 0-1 of the following: <ul style="list-style-type: none"> Establishes a topic Setting 	The student writes a narrative text that includes 2-3 of the following: <ul style="list-style-type: none"> Establishes a topic Setting 	The student writes a narrative text that includes 4-6 of the following: <ul style="list-style-type: none"> Establishes a topic 	The student writes a narrative text that includes the following: <ul style="list-style-type: none"> Establishes a topic Setting 	No Exceeds

	<ul style="list-style-type: none"> • Characters • Sensory details • Sequence Events (B,M,E) • Transition Words • Remains on topic 	<ul style="list-style-type: none"> • Characters • Sensory details • Sequence Events (B,M,E) • Transition Words • Remains on topic 	<ul style="list-style-type: none"> • Setting • Characters • Sensory details • Sequence Events (B,M,E) • Transition Words • Remains on topic 	<ul style="list-style-type: none"> • Characters • Sensory details • Sequence Events (B,M,E) • Transition Words • Remains on topic 	
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Math

<p>2. RA.B.2: Determine if a set of objects has an odd or even number of members. Count by 2's to 100 starting with any even number. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> • With prompting, I can determine whether a group of objects is odd or even. 	<ul style="list-style-type: none"> • Without prompting, I can determine whether a group of objects is odd or even, or I can write an equation to show that an even number is the sum of two equal addends. • I can determine whether a group of objects is odd or even. 	<ul style="list-style-type: none"> • I can write an equation to show that an even number is the sum of two equal addends. 	<ul style="list-style-type: none"> • NO EXCEEDS
<p>2. RA.B.3: Find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to represent the total of a sum of equal addends.</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> • With prompting, I can use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. • I cannot independently write an equation to express the total of a sum of equal addends 	<ul style="list-style-type: none"> • I can use addition to find the total number of objects arranged in rectangular arrays by with up to 5 rows and up to 5 columns. • I can independently write one equation to express the total of a sum of equal addends. 	<ul style="list-style-type: none"> • I can use addition to find the total number of objects arranged in rectangular arrays by with up to 5 rows and up to 5 columns. • I can independently write two equations to express the total of a sum of equal addends. 	<ul style="list-style-type: none"> • I can write a multiplication sentence to find the total number of objects arranged in rectangular arrays by with up to 5 rows and up to 5 columns
<p>2.GM.D.10: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> • I can tell and write time from analog and digital clocks to the hour and half hour. • I am unable to use a.m. and p.m. 	<ul style="list-style-type: none"> • I can tell and write time from analog and digital clocks to the nearest five minutes. • I am unable to use a.m. and p.m. 	<ul style="list-style-type: none"> • I can tell and write time from analog and digital clocks to the nearest five minutes. • I can use a.m. and p.m. 	<ul style="list-style-type: none"> • I can tell and write time from analog and digital clocks to the nearest minute. • I can use a.m. and p.m.
<p>2.DS.A.3 Draw a picture graph or a bar graph to represent a data set with up to four categories.</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> • I can draw a picture graph or a bar graph to represent data. 	<ul style="list-style-type: none"> • I can draw a picture graph or a bar graph to represent a data set with up to three categories. 	<ul style="list-style-type: none"> • I can draw a picture graph or a bar graph to represent a data set with four categories. 	<ul style="list-style-type: none"> • I can draw a picture graph or a bar graph to represent a data set with more than four categories.
<p>2.DS.A.4: Solve put-together, take-apart, and compare problems using information presented in line plots, picture graphs and bar graphs.</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> • I am unable to solve or put together or take apart information presented on the graph. 	<ul style="list-style-type: none"> • I am able to solve put-together or take-apart problems using information presented on the graph. 	<ul style="list-style-type: none"> • I am able to solve put-together, take-apart, and compare problems using information presented on the graph. 	<ul style="list-style-type: none"> • NO EXCEEDS
<p>2.DS.A.5: Draw conclusions from line plots, picture graphs and bar graphs.</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> • I can draw conclusions from one of the three: line plots, picture graphs, or bar graphs. 	<ul style="list-style-type: none"> • I can draw conclusions from two of the three: line plots, picture graphs, or bar graphs. 	<ul style="list-style-type: none"> • I can draw conclusions from line plots, picture graphs, and bar graphs 	<ul style="list-style-type: none"> • NO EXCEEDS

Science

<p>2.ESS.2.B: Develop a model to represent the shapes and kinds</p>	<ul style="list-style-type: none"> • No demonstration of Understanding 	<ul style="list-style-type: none"> • Students can develop a model (chart, diagram, journal, etc.) to represent shapes of land OR 	<ul style="list-style-type: none"> • Student can develop a model (chart, diagram, journal, etc.) to represent 	<ul style="list-style-type: none"> • Student can develop a model (chart, diagram, journal, etc) to 	<ul style="list-style-type: none"> • NO EXCEEDS
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of land and bodies of water in an area.		bodies of water (with 3+ prompts).	shapes of land OR bodies of water. (with 1-2 prompts)	represent shapes and kinds of land and bodies of water.	
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Social Studies

PL.1.B.2: Explain the rights of citizens.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I can explain 1 right of citizens. 	<ul style="list-style-type: none"> I can explain 2-3 citizen rights. 	<ul style="list-style-type: none"> I can explain 3-4 citizen rights. 	<ul style="list-style-type: none"> I can explain 5 or more citizen's right.
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