



# 2<sup>nd</sup> Grade Fourth Quarter Rubrics

Performance Scale	
4	<b>Exceeds:</b> Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	<b>Proficient:</b> Work at this level meets grade level expectations.
2	<b>Developing:</b> Student work is developing, but is not meeting grade level expectations.
1	<b>Emergent:</b> Student work is beginning to show progress/understanding.
0	<b>Area of Concern:</b> 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
<b>2.R.1.A.b</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.
<b>2.R.1.D.a</b> reading text that is developmentally appropriate	Student is reading below benchmark level (Student DRA below a 14)	Student is reading below benchmark level (Student DRA 14-16)	Student is reading just below benchmark level (Student DRA 18-20)	Student is successfully reading on benchmark level. (DRA 24-28)	Student is above benchmark reading level (above a DRA 28)
<b>2.R.2.A.c</b> compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events	No demonstration of understanding	Student can compare and contrast two versions of the same text including <b>1 of the 3</b> story elements. (characters, settings, and sequence of events)	Student can compare and contrast two versions of the same text including <b>2 of the 3</b> story elements. (characters, settings, and sequence of events)	Student can compare and contrast two versions of the same text including ( <b>all 3</b> ) characters, settings, and sequence of events.	No Exceeds
<b>2.R.2.A.f</b> compare and contrast the differences in points of view of characters and how stories are narrated	No demonstration of understanding	Student attempted to compare and contrast the differences in points of view of characters and how stories are narrated without success.	Student can compare and contrast the differences in points of view of characters or how stories are narrated.	Student can compare and contrast the differences in points of view of characters and how stories are narrated.	No Exceeds
<b>2.R.1.B.g</b> recognizing that some words have literal and non-literal meanings	No demonstration of understanding	With assistance, student can recognizing the meaning of some words as being literal <b>or</b> recognize the meaning of some that are non-literal and their meaning.	Student can recognizing the meaning of some words as being literal <b>or</b> recognize the meaning of some that are non-literal and their meaning.	Student can recognizing that some words have literal and non-literal meanings	No Exceeds
<b>2.RF.3.A.i</b> 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
<b>2.L.1.A.f</b> produce simple declarative, imperative, exclamatory, and	No demonstration of understanding	Student writes with only 1 type of sentences. Punctuation errors may occur throughout writing.	Student attempts to use 2 types of sentences in writing. Punctuation lacks consistency.	Student attempts to use 3 types of sentences with consistency. Punctuation is correct most of the	NO EXCEEDS

interrogative sentences				time.	
<b>2.L.1.B.f</b> 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
<b>2.W.2.C.a</b> Write fiction or nonfiction narratives and poems	The student writes a narrative text that includes <b>0-1</b> of the following: <ul style="list-style-type: none"> <li>Establishes a topic</li> <li>Setting</li> <li>Characters</li> <li>Sensory details</li> <li>Sequence Events (B,M,E)</li> <li>Transition Words</li> <li>Remains on topic</li> </ul>	The student writes a narrative text that includes <b>2-3</b> of the following: <ul style="list-style-type: none"> <li>Establishes a topic</li> <li>Setting</li> <li>Characters</li> <li>Sensory details</li> <li>Sequence Events (B,M,E)</li> <li>Transition Words</li> <li>Remains on topic</li> </ul>	The student writes a narrative text that includes <b>4-6</b> of the following: <ul style="list-style-type: none"> <li>Establishes a topic</li> <li>Setting</li> <li>Characters</li> <li>Sensory details</li> <li>Sequence Events (B,M,E)</li> <li>Transition Words</li> <li>Remains on topic</li> </ul>	The student writes a narrative text that includes <b>all</b> of the following: <ul style="list-style-type: none"> <li>Establishes a topic</li> <li>Setting</li> <li>Characters</li> <li>Sensory details</li> <li>Sequence Events (B,M,E)</li> <li>Transition Words</li> <li>Remains on topic</li> </ul>	NO EXCEEDS

## Math

<b>2. RA.A.1:</b> Demonstrate fluency with addition 20. (Using mental strategies. By end of Grade 2, know from memory all sums of two one-digit number.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, I can add numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>I inconsistently add numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>I can add numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2. RA.A.1:</b> Demonstrate fluency with subtraction within 20. (Using mental strategies. By end of Grade 2, know from memory all sums of two one-digit number.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, I can subtract numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>I inconsistently subtract numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>I can subtract numbers that are less than 20.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2. GM.B.7:</b> Measure and determine how much longer one object is than another.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, I can measure two objects and determine the difference in length of two objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can measure two objects.</li> <li>I inconsistently determine the difference in length of two objects using a standard length unit.</li> </ul>	<ul style="list-style-type: none"> <li>I can measure and determine the difference in length of two objects using a standard length unit.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2. GM.D.12:</b> Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and cent sign appropriately. (solve word problems, ie: What is the value of 3 dimes plus 2 nickels?)	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can solve word problems using the same coin.</li> <li>I am unable to use the \$ and cent symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>I can solve word problems using two different types of coins.</li> <li>I am able to use either \$ or ¢ symbols appropriately</li> </ul>	<ul style="list-style-type: none"> <li>I can solve word problems using dollar bills, quarters, dimes, nickels, and pennies.</li> <li>I am able to use both \$ and ¢ symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2. GM.A.1:</b> Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes. Identify the faces of three-dimensional objects.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, I can recognize and draw shapes using attributes; sides and angles.</li> <li>With prompting, I can identify two –three of the six shapes; triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.</li> <li>With prompting, I can identify the faces of three-dimensional objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize or draw shapes using attributes; sides and angles.</li> <li>I can identify four of the six shapes; triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.</li> <li>I inconsistently identify the faces of three-dimensional objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize and draw shapes using attributes; sides and angles.</li> <li>I can identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.</li> <li>I can identify the faces of three-dimensional objects.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>2.GM.A.3:</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares and the whole.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can partition circles and rectangles into two, three, and four equal shares.</li> </ul>	<ul style="list-style-type: none"> <li>I can partition circles and rectangles into two, three, and four equal shares.</li> </ul>	<ul style="list-style-type: none"> <li>I can partition circles and rectangles into two, three, and four equal shares.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>

<p>Demonstrate the equal shares of identical wholes need not have the same shape. (use the words halves, thirds, half of, a third of, two halves, three thirds, four fourths, etc.)</p>			<ul style="list-style-type: none"> <li>I can describe the shares using the words halves, thirds, and fourths.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the shares using the words halves, thirds, and fourths.</li> <li>I can describe the whole has two halves, three thirds, and four fourths.</li> <li>I can recognize that equal shares of identical wholes do not have to be the same shape.</li> </ul>	
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**Science**

<p><b>2.LS2.A.1:</b> Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water).</p>	<ul style="list-style-type: none"> <li>No demonstration of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Student conducted an investigation to show the growth of plants when altering conditions (with 3+ prompts),</li> </ul>	<ul style="list-style-type: none"> <li>Student planned and conducted an investigation to show the growth of plants when altering conditions (with 1 -2 prompts).</li> </ul>	<ul style="list-style-type: none"> <li>Student successfully planned and conducted an investigation to show the growth of plants when altering conditions.</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
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**Social Studies**

<p><b>RI.6.B.2:</b> Describe how needs are met by families and friends.</p>	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe one need met by families and friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe two needs met by families and friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe three or more needs met by families and friends.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
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