

2nd Grade Standard Based Report Rubric

Language Arts

Standard	4 Exceeds the Standard	3 Meets the Standard	2 Progressing Toward the Standard	1 Limited Progress Toward the Standard
RF.2.4 Know and apply grade level phonics and word analysis skills in decoding words.	ISIP Reading Score 90% and above	ISIP Reading Score 80-89%	ISIP Reading Score 70-79%	ISIP Reading Score below 70%
RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words	Student is able to read 100 or more words per minute	S1: Student is able to read 77 or more words per minute. S2: Student is able to read 94 or more words per minute.	S1: Student is able to read 50-76 words per minute. S2: Student is able to read 70-94 words per minute.	S2: Student is able to read 0-49 words per minute. S2: Student is able to read 0-69 words per minute.
RL 2.4 and RI 2.4 Determine the meaning of words and phrases in a text.	Consistently and independently, the student will be able to determine the meaning of unknown words and phrases	Independently the student will often be able to determine the meaning of unknown words.	With prompting, the student will be able to determine the meaning of unknown words.	With teacher support, the student will be able to determine the meaning of unknown words.
RI 2.1 Use text evidence to demonstrate understanding of key details in a text.	Consistently and independently, the student will use text evidence to demonstrate understanding of key details.	The student will often use text evidence to demonstrate understanding of key details.	With prompting, the student will use text evidence to demonstrate understanding of key details.	With teacher support, the student will use text evidence to demonstrate understanding of key details.
RL 2.4-2.9 and RL 2.4-2.9 Find connections within text: story elements, cause/effect, compare/contrast.	Consistently, and Independently, the student will find connections within a text	The student will often find connections within a text.	With prompting, the student will find connections within a text.	With teacher support, the student will find connections within a text.
L.2.1- L.2.2 Demonstrate command of the conventions of standard English Grammar and usage.	Always uses grade level appropriate Conventions	Consistently uses grade level appropriate Conventions	Sometimes uses grade level appropriate conventions	Seldom or never uses grade level appropriate conventions

L.2.2 Generalize learning spelling patterns when writing words.	Always generalizes spelling patterns when writing words.	Consistently generalizes spelling patterns when writing words.	Sometimes generalizes spelling patterns when writing words.	Seldom or never generalizes spelling patterns when writing words.
L.2.4-2.5 Determine or clarify meaning of unknown and multiple-meaning words and their relationships.	Always determines meaning of unknown and multiple meaning words and relationships.	Consistently determines the meaning of unknown and multiple-meaning words and their relationships.	Sometimes determines the meaning of unknown and multiple-meaning words and their relationships.	Seldom or never determines the meaning of unknown and multiple-meaning words and their relationships.

W.2.1 Write opinion pieces.	Consistently, and Independently, the student will write opinion pieces.	The student Independently, and often will write opinion pieces.	With prompting, the student will write opinion pieces.	With teacher support, the student will write opinion pieces.
W.2.2 Write informative/explanatory pieces.	Consistently, and Independently, the student will write informative/explanatory pieces.	The student Independently, and often will write informative/explanatory pieces.	With prompting, the student will write informative/explanatory pieces.	With teacher support, the student will write informative/explanatory pieces.
w.2.3 Write narrative pieces.	Consistently, and Independently, the student will write opinion narrative pieces.	The student independently, and often will write narrative pieces.	With prompting, the student will write narrative pieces.	With teacher support, the student will write narrative pieces.

Math

Standard	4 Exceeds the Standard	3 Meets the Standard	2 Progressing Toward the Standard	1 Limited Progress Toward the Standard
2.NBT.B.5/OA.A.1 Add within 100.	S1: Consistently, and Independently, solve addition one- and two-step problems within 50. S2: Consistently, and Independently solve addition one- and two-step problems within 100.	S1: Independently solve addition one- and two-step problems within 50. S2: Independently solve addition one- and two-step problems within 100.	S1: Occasionally solve addition one- and two- step problems within 50. S2: Occasionally solve addition one- and two- step problems within 100.	S1: Rarely able to solve addition one- and two-step problems within 50. S2: Rarely able to solve addition one- and two-step problems within 100.
2.NBT.B.5/OA.A.2 Subtract within 100.	S1: Consistently, independently solve subtraction one- and two-step problems within 50. S2: Consistently, independently solve subtraction one- and two-step problems within 100.	S1: Independently solve subtraction one- and two-step problems within 50. S2: Independently solve subtraction one- and two-step problems within 100.	S1: Occasionally solve subtraction one- and two-step problems within 50. S2: Occasionally solve subtraction one- and two-step problems within 100.	S1: Rarely able to solve subtraction one- and two-step problems within 50. S2: Rarely able to solve subtraction one- and two-step problems within 100.
2.OA.B.2 Add within 20 using mental strategies.	S1: Consistently, independently add using mental strategies within 10 independently. S2. Consistently, independently add using mental strategies within 20 independently.	S1: Independently add using mental strategies within 10. S2. Independently add using mental strategies within 20.	S1: Occasionally add using mental strategies within 10. S2: Occasionally able to add using mental strategies within 20.	S1: Rarely able to add using mental strategies within 10. S2: Rarely able to fluently add using mental strategies within 20.
2.OA.B.2 Subtract within 20 using mental strategies.	S1: Consistently subtract using mental strategies within 10. S2. Consistently subtract using mental strategies within 20.	Consistently	S1: Occasionally able to subtract using mental strategies within 10. S2: Occasionally able to subtract using mental strategies within 20.	S1: Rarely able to fluently subtract using mental strategies within 10. S2: Rarely able to fluently subtract using mental strategies within 20.

2.NBT.A.2 Count within 1000.	S1: Able to count to 500, starting at any number consistently. S2: Able to count to 1000, starting at any number Consistently.	Consistently	S1: Able to count numbers to 500, starting at any number with prompting. S2: Able to count numbers to 1000, starting at any number with prompting.	S1: Unable to count numbers to 500 starting at any number. S2: Unable to count numbers to 1000, starting at any number.
2.NBT.A.3 Read and write numbers to 1000.	S1: Able to read and write to 500, starting at any number Consistently.	Consistently	S1: Able to read and write numbers to 500, starting at any number with prompting.	S1: Unable to read and write numbers to 500, starting at any number.
		Consistently		

	S2: Able to read and write to 1000, starting at any number consistently.	S2: Able to read and write to 1000, starting at any number independently.	S2: Able to read and write numbers to 1000, starting at any number with prompting.	S2: Unable to read and write numbers to 1000, starting at any number.
2.MD.A1-2.MD.A4/2.MD.B5-2.MD.B6 Measure, estimate, and compare the length of an object.	Able to measure lengths in centimeters and inches consistently.	Able to measure lengths in centimeters and inches independently.	Able to measure lengths in centimeters and inches with prompting.	Unable to measure lengths in centimeters and inches.
2.MD.C.7 Tell and write time from the nearest 5 minutes, using A.M. and P.M.	Able to tell and write time from a digital and analog clock to the nearest five minutes, using A.M. and P.M consistently.	Able to tell and write time from a digital and analog clock to the nearest five minutes, using A.M. and P.M Independently.	Able to tell and write time from a digital and analog clock to the nearest five minutes, using A.M. and P.M with prompting.	Unable to tell and write time from a digital and analog clock to the nearest five minutes, using A.M. and P.M
2.MD.C.8 Solve word problems using dollars and cents using \$ and ¢ appropriately.	Solve word problems using dollars and cents using \$ and ¢ consistently.	Solve word problems using dollars and cents using \$ and ¢ Independently.	Solve word problems using dollars and cents using \$ and ¢ with prompting.	Unable to solve word problems using dollars and cents using \$ and ¢ appropriately.
2.MD.D.9-2.MD.D.10 Draw a graph to represent data.	Solves simple problems using information presented in a graph consistently.	Solves simple problems using information presented in a graph independently.	Solves simple problems using information presented in a graph with prompting.	Unable to solve simple problems using information presented in a graph.
2.G.A.1-1.G.A.3 Partition a circle and square into equal parts.	Able to divide circles and rectangles into 2, 3, or 4 equal parts consistently.	Able to divide circles and rectangles into 2, 3, or 4 equal parts independently.	Able to divide circles and rectangles into 2, 3, or 4 equal parts with prompting.	Unable to divide circles and rectangles into 2, 3, or 4 equal parts.

Learning Behaviors/Work Habits

Standard	4 Exceeds the Standard	3 Meets the Standard	2 Progressing Toward the Standard	1 Limited Progress Toward the Standard
Completes homework and classwork	Consistently	Often	Occasionally	Rarely
Follows rules and displays appropriate behavior	Consistently	Often	Occasionally	Rarely
Follows directions	Consistently	Often	Occasionally	Rarely
Respectful towards others	Consistently	Often	Occasionally	Rarely
Cooperates with others	Consistently	Often	Occasionally	Rarely

Science

Standard	4 Exceeds the Standard	3 Meets the Standard	2 Progressing Toward the Standard	1 Limited Progress Toward the Standard
LS/ESS/PS Demonstrates understanding of life sciences, Earth Sciences, Space Sciences, and Physical Sciences	Consistently demonstrates understanding of life sciences, Earth Sciences, Space Sciences, and Physical Sciences	Often demonstrates understanding of life sciences, Earth Sciences, Space Sciences, and Physical Sciences	Occasionally demonstrates understanding of life sciences, Earth Sciences, Space Sciences, and Physical Sciences	Rarely Demonstrates understanding of life sciences, Earth Sciences, Space Sciences, and Physical Sciences

Social Studies

Standard	4 Exceeds the Standard	3 Meets the Standard	2 Progressing Toward the Standard	1 Limited Progress Toward the Standard
Understands the concepts of units taught (history, geography,	Consistently understands the concepts of units taught (history, geography, economics, global perspective)	Often understands the concepts of units taught (history, geography, economics, global perspective)	Occasionally understands the concepts of units taught (history, geography, economics, global	Rarely Understands the concepts of units taught (history, geography, economics, global

economics, global perspective)			perspective)	perspective)
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