

Reading Rubric – GRADE 2

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Comprehension Strategies	<p>T1, T2, T3 <i>Exceeds Benchmark Reading Expectations by at least 1 level and</i></p> <ul style="list-style-type: none"> Consistently demonstrates all proficient skills while reading text independently 	<p>T1, T2, T3 <i>Meets Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> Demonstrates clear understanding through sequential, summary with main details Demonstrates comprehension of reading by using strategies such as: <ul style="list-style-type: none"> ✓ Activating prior knowledge ✓ Establishing a purpose ✓ Making predictions ✓ Developing visual images Identifies story elements (character, problem, solution, setting, events) 	<p>T1, T2, T3 <i>At or below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> Inconsistently demonstrates proficient skills and/or requires teacher help Responses demonstrate partial understanding and strategy use 	<p>T1, T2, T3 <i>Below Benchmark Reading Expectations and</i></p> <ul style="list-style-type: none"> Rarely demonstrates proficient skills and requires intensive teacher help Responses demonstrate limited understanding and strategy use
Vocabulary Development	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Consistently demonstrates all proficient skills while reading text independently in all subject areas 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Attends to meaning; uses context & picture clues to understand the meaning of unfamiliar words 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Inconsistently attends to meaning 	<p>T1, T2, T3</p> <ul style="list-style-type: none"> Rarely identifies proficient skills in identifying word meaning and requires intensive teacher help

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Reading Strategies	T1, T2, T3 <i>Exceeds Benchmark Reading Expectations by at least 1 level and</i> <ul style="list-style-type: none"> Consistently demonstrates all proficient skills while reading text independently 	T1, T2, T3 <i>Meets Benchmark Reading Expectations and</i> <ul style="list-style-type: none"> Uses multiple strategies (attempts) <ul style="list-style-type: none"> ✓ Rereading ✓ Cross-checking cues ✓ Word chunks ✓ Letters and sound combinations Self corrects most errors 	T1, T2, T3 <i>At or below Benchmark Reading Expectations and</i> <ul style="list-style-type: none"> Inconsistently demonstrates or applies proficient skills and/or requires some teacher help Self corrects errors with teacher prompting 	T1, T2, T3 <i>Below Benchmark Reading Expectations and</i> <ul style="list-style-type: none"> Rarely demonstrates proficient skills and requires intensive teacher help
Fluency and Expression	T1, T2, T3 <i>Exceeds Benchmark Reading Expectations by at least 1 level and</i> <ul style="list-style-type: none"> Consistently demonstrates all proficient skills while reading advanced text independently 	T1, T2, T3 <i>Meets Benchmark Reading Expectations and</i> <ul style="list-style-type: none"> Attends to meaning Often reads in expressive phrases (reads smoothly) Generally attends to punctuation 	T1, T2, T3 <i>At or below Benchmark Reading Expectations and</i> <ul style="list-style-type: none"> Inconsistently demonstrates proficient skills and/or requires some teacher help Word-by-word rereading to problem solve 	T1, T2, T3 <i>Below Benchmark Reading Expectations and</i> <ul style="list-style-type: none"> Rarely demonstrates proficient skills and requires intensive teacher help

Writing Rubric – **GRADE 2**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Spelling-Application	T1, T2, T3 <ul style="list-style-type: none"> Consistently spells word wall words correctly in daily writing 	T1, T2, T3 <ul style="list-style-type: none"> Uses word wall to spell words correctly Spells word wall words correctly in daily writing most of the time 	T1, T2, T3 <ul style="list-style-type: none"> Inconsistently uses the word wall to spell words correctly Frequently spells word wall words incorrectly in daily writing 	T1, T2, T3 <ul style="list-style-type: none"> Rarely demonstrates proficient skills Needs teacher prompting
Penmanship Trimester 1 ~ Manuscript Trimesters 2 &3 ~ Cursive	T1, T2, T3 <ul style="list-style-type: none"> Consistently demonstrates all proficient handwriting skills Handwriting enhances published work 	T1, T2, T3 <ul style="list-style-type: none"> Uses correct formation of upper and lower case letters Handwriting is neat and easy to read 	T1, T2, T3 <ul style="list-style-type: none"> Uses correct formation of upper and lower case letters with few errors Handwriting distracts the reader 	T1, T2, T3 <ul style="list-style-type: none"> Inconsistently uses correct formation of upper and lower case letters Handwriting is difficult to read and meaning may be lost
Ideas	T1, T2, T3 Writing focuses on and expands upon the topic or prompt given	T1, T2, T3 The general message is understood and writing sticks to one topic or prompt	T1, T2, T3 Parts of the message are unclear or confusing and/or writing loosely sticks to one topic or prompt	T1, T2, T3 Message is unclear or not present and/or writing does not stick to one topic or prompt
Organization	T1, T2, T3 <ul style="list-style-type: none"> A strong topic and conclusion sentence is used More than adequate details are included that support the main topic 	T1, T2, T3 <ul style="list-style-type: none"> A topic and conclusion sentence is used Adequate details are included that support the main topic 	T1, T2, T3 <ul style="list-style-type: none"> A topic or conclusion sentence is used Few details are included that support the main topic 	T1, T2, T3 <ul style="list-style-type: none"> No topic or conclusion sentence is present and/or one or both are off topic Details are unclear or unrelated to topic
Fluency	T1, T2, T3 <ul style="list-style-type: none"> All sentences follow a logical sequence 	T1, T2, T3 <ul style="list-style-type: none"> Most sentences follow a logical sequence 	T1, T2, T3 <ul style="list-style-type: none"> Few sentences follow a logical sequence 	T1, T2, T3 <ul style="list-style-type: none"> Sentences or paragraphs are disorganized and out of order

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Word Choice	T1, T2, T3 Some powerful words are used	T1, T2, T3 Mostly ordinary words are used	T1, T2, T3 Very simplistic words are used	T1, T2, T3 Descriptions do not make sense
Conventions	T1, T2, T3 <ul style="list-style-type: none"> • All sentences are complete. All words are capitalized correctly • There is accurate grammar/usage in piece • All sentences are punctuated correctly and/or all paragraphs are indented and separated correctly 	T1, T2, T3 <ul style="list-style-type: none"> • All sentences are complete. Most words are capitalized correctly • There are a few grammar/usage errors • Most sentences are punctuated correctly and/or most paragraphs are indented and separated correctly 	T1, T2, T3 <ul style="list-style-type: none"> • Some sentences are complete • Some words are capitalized correctly • There are some grammar/usage errors • Some sentences are punctuated correctly and/or some paragraphs are indented and separated correctly 	T1, T2, T3 <ul style="list-style-type: none"> • Sentences are not complete • There are many capitalization errors • There are many grammar/usage errors • There are many punctuation errors and/or no indentation or paragraphing is present
Presentation	T1, T2, T3 <ul style="list-style-type: none"> • Independently demonstrates all proficient publishing skills 	T1, T2, T3 <ul style="list-style-type: none"> • Uses the writing process to publish a piece of writing with teacher support • Shares final product with intended audience • Shows pride and ownership in published piece • Completes published work neatly 	T1, T2, T3 <ul style="list-style-type: none"> • Inconsistently demonstrates proficient publishing skills and/or requires some teacher help • May be reluctant to publish and/or share 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates few proficient publishing skills and/or requires intensive teacher help • May be resistant to publish and/or share

Mathematics Rubric – GRADE 2

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Knows Addition Facts: Sums to 18	T1, T2, T3 <ul style="list-style-type: none"> Automatic use of facts when solving problems 	T1, T2, T3 <ul style="list-style-type: none"> Computes basic facts of addition to 18 in written work with minimal errors 	T1, T2, T3 <ul style="list-style-type: none"> Computes basic facts of addition to 18 in written work with frequent errors 	T1, T2, T3 <ul style="list-style-type: none"> Shows minimal /no understanding of concept of addition
Knows Subtraction Facts: Differences to 18	T1, T2, T3 <ul style="list-style-type: none"> Automatic use of facts when solving problems 	T1, T2, T3 <ul style="list-style-type: none"> Computes basic facts of subtraction to 18 in written work with minimal errors 	T1, T2, T3 <ul style="list-style-type: none"> Computes basic facts of subtraction to 18 in written work with frequent errors 	T1, T2, T3 <ul style="list-style-type: none"> Shows minimal /no understanding of concept of subtraction
Adding 2 Digit Numbers with Regrouping	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> Automatic use of facts when solving problems 	T1, T2, T3 <ul style="list-style-type: none"> Computes 2 digit problems with few errors in regrouping 	T1, T2, T3 <ul style="list-style-type: none"> Computes 2 digit problems with frequent errors in regrouping but understands concept 	T1, T2, T3 <ul style="list-style-type: none"> Shows minimal /no understanding of the concept of regrouping
Subtracting 2 Digit Numbers with Regrouping	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> Automatic use of facts when solving problems 	T1, T2, T3 <ul style="list-style-type: none"> Computes 2 digit problems with few errors in regrouping 	T1, T2, T3 <ul style="list-style-type: none"> Computes 2 digit problems with frequent errors in regrouping but understands concept 	T1, T2, T3 <ul style="list-style-type: none"> Shows minimal /no understanding of the concept of regrouping

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Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Money	T1, T2, T3 <ul style="list-style-type: none"> Counts coins and bills to represent a monetary amount Quickly uses mental math to recognize, describe, and measure monetary value 	T1, T2, T3 <ul style="list-style-type: none"> Counts coins and bill to represent a monetary amount 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates few /no proficient skills and requires intensive teacher help
Time	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> Solves problems involving elapsed time 	T1, T2, T3 <ul style="list-style-type: none"> Identifies parts of a clock: hour and minute hand Shows, tells, and writes time to 5 minute intervals Understands and uses the language of the calendar (ex. Date, 4th Monday of the month) 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates few /no proficient skills and requires intensive teacher help
Measurement	T1, T2, T3 Independently demonstrates proficient skills and" <ul style="list-style-type: none"> Measurements are consistently accurate 	T1, T2, T3 With minimal errors: <ul style="list-style-type: none"> Uses nonstandard measurement to determine length Uses standard units of measurement to determine length, weight, volume and temperature 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates few /no proficient skills and requires intensive teacher help
Geometry	T1, T2, T3 Independently demonstrates proficient skills and <ul style="list-style-type: none"> Accurately estimates how many shapes will cover a given area 	T1, T2, T3 <ul style="list-style-type: none"> Builds, sorts, names and draws 2 & 3 dimensional shapes Recognizes symmetry and congruence 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates few /no proficient skills and requires intensive teacher help
Fractions	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> Reads, writes, draws, and orders fractions (halves, thirds, & fourths) 	T1, T2, T3 <ul style="list-style-type: none"> Understands basic concept of fractions (halves, thirds, & fourths) 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates few /no proficient skills and requires intensive teacher help

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Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Place Value	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates all proficient skills without using visual aides 	T1, T2, T3 <ul style="list-style-type: none"> Reads, writes and orders whole numbers to 100 using visual aides Represents and explains whole numbers using: <ul style="list-style-type: none"> ✓ Physical materials ✓ Number lines T3 <ul style="list-style-type: none"> Reads, writes and orders whole numbers to 1000 using visual aides Represents and explains whole numbers using: <ul style="list-style-type: none"> ✓ Physical materials ✓ Number lines 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates few /no proficient skills and requires intensive teacher help
Problem Solving Strategies	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> Is able to write and solve own problems 	T1, T2, T3 <ul style="list-style-type: none"> Is able to determine relevant information in order to solve a problem Explains and demonstrates how a problem is solved orally, pictorially or in written form 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates few/no proficient skills and requires intensive teacher help
Data & Graphing	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> Collects and uses data to make a graph Creates and organizes a graph 	T1, T2, T3 <ul style="list-style-type: none"> Creates and organizes graph with teacher assistance Collects data Reads and uses information presented in graphs and charts 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates few /no proficient skills and requires intensive teacher help

Assessment Periods: T1 – November/T2 – February/T3 – June