Second Grade Math Report Card Rubrics

4 = Independently and consistently performs tasks specified in the indicators in a variety of contexts

3 = Has mastered tasks specified in the indicators and performs them independently

2 = Performs the tasks specified in the indicators with assistance

1 = Needs additional time or experience to achieve the indicators

Operations and Algebraic Thinking – grade 2			
Represent & solve + or - problems within 100.	T1	T2	T3
4	Represent and solve problems involving addition and subtraction within 100.	Represent and solve problems involving multiplication and division within 50.	Represent and solve problems involving multiplication and division within 100.
3	Represent and solve problems involving addition and subtraction within 20.	Represent and solve problems involving addition and subtraction within 50.	Represent and solve problems involving addition and subtraction within 100.
2	With prompting and support, represent and solve problems involving addition and subtraction within 10.	Represent and solve problems involving addition and subtraction within 15.	Represent and solve problems involving addition and subtraction within 20.
1	Does not demonstrate at this time.	With prompting and support, represent and solve problems involving addition and subtraction within 5.	With prompting and support, represent and solve problems involving addition and subtraction within 10.

Operations and Algebraic Thinking – Grade 2			
Understand & apply relationship between + & - .	T1	T2	T3
4	Understand and apply the relationship between addition and subtraction (within 100).	With prompting and support, understand properties of multiplication and the relationship between multiplication and division.	Understand properties of multiplication and the relationship between multiplication and division.
3	Understand and apply the relationship between addition and subtraction (within 10).	Understand and apply the relationship between addition and subtraction (within 50).	Understand and apply the relationship between addition and subtraction (within 100).
2	With prompting and support, represent and solve problems involving addition and subtraction (within 6).	With prompting and support, represent and solve problems involving addition and subtraction (within 10).	Understand and apply the relationship between addition and subtraction (within 10).
1	Does not demonstrate at this time.	With significant prompting and support, represent and solve problems involving addition and subtraction (within 6).	With prompting and support, represent and solve problems involving addition and subtraction (within 6).

Operations and Algebraic Thinking – Grade 2			
Fluently add and subtract within 20.	T1	T2	T3
4	Fluently add and subtract within 20.	Fluently multiplies and divides within 50.	Fluently multiplies and divides within 100.
3	Fluently add and subtract within 10.	Fluently add and subtract within 15.	Fluently add and subtract within 20.
2	With prompting and support, can fluently add and subtract within 5.	Fluently add and subtract within 5.	Fluently add and subtract within 10.
1	Does not demonstrate at this time.	With significant prompting and support, can fluently add and subtract within 5.	With prompting and support, can fluently add and subtract within 5.

Operations and Algebraic Thinking – Grade 2			
Understand multiplication as repeated addition.	T1	T2	T3
4	Work with equal groups of objects (to 20) to gain foundations for multiplication.	Multiply and divide within 50	Multiply and divide within 100
3	Work with equal groups of objects (to 10) to gain foundations for multiplication.	Work with equal groups of objects (to 12) to gain foundations for multiplication.	Work with equal groups of objects (to 20) to gain foundations for multiplication.
2	With prompting and support, work with equal groups of objects (to 6) to gain foundations for multiplication.	With prompting and support, work with equal groups of objects (to 8) to gain foundations for multiplication.	Work with equal groups of objects (to 10) to gain foundations for multiplication.
1	Does not demonstrate at this time.	With prompting and support, works with equal groups of objects (to 6) to gain foundations for multiplication.	Work with equal groups of objects (to 6) to gain foundations for multiplication.

Numbers and Operations in Base Ten – Grade 2			
Understands place value. (ones, tens, & hundreds)	T1	T2	T3
4	Understand place value. (ones, tens, and hundreds)	With prompting and support, Use place value understanding and properties of operations to perform multi-digit arithmetic.	Use place value understanding and properties of operations to perform multi-digit arithmetic.
3	Understand place value. (ones and tens)	With prompting and support, understand place value. (ones, tens, and hundreds)	Understand place value. (ones, tens, and hundreds)
2	With prompting and support understands place value within 10.	With prompting and support, understand place value. (ones and tens)	Understand place value. (ones and tens)
1	Does not demonstrate at this time.	With prompting and support understands place value within 5.	With prompting and support understands place value within 10.

Numbers and Operations in Base Ten – Grade 2			
Use place value to add and subtract within 1000.	T1	T2	T3
4	Use place value understanding and properties of operations to add and subtract within 1000.	Use place value understanding and properties of operations to multiply and divide within 50	Use place value understanding and properties of operations to multiply and divide within 100
3	Use place value understanding and properties of operations to add and subtract within 100	Use place value understanding and properties of operations to add and subtract within 500	Use place value understanding and properties of operations to add and subtract within 1000.
2	Use place value understanding and properties of operations to add and subtract within 50	Use place value understanding and properties of operations to add and subtract within 75	Use place value understanding and properties of operations to add and subtract within 100
1	Does not demonstrate at this time	Use place value understanding and properties of operations to add and subtract within 25	Use place value understanding and properties of operations to add and subtract within 50

Measurement and Data – Grade 2			
Measure & estimate lengths in standard units.	T1	T2	T3
4	Measure and estimate lengths using whole numbers in standard units. (inches, feet, centimeters, and meters)	With prompting and support generate measurement data by measuring lengths using rulers marked with ½ and ¼ of an inch.	Generate measurement data by measuring lengths using rulers marked with ½ and ¼ of an inch.
3	Measure lengths indirectly and by iterating (repeating) length units (non-standard--measure by comparing objects).	With prompting measure and estimate lengths using whole number in standard units (inches, feet, centimeters, and meters).	Measure and estimate lengths using whole numbers in standard units (inches, feet, centimeters, and meters).
2	With significant prompting and support measure lengths indirectly and by iterating (repeating) length units (non-standard--measure by comparing objects).	With prompting and support measure lengths indirectly and by iterating (repeating) length units (non-standard--measure by comparing objects).	Measure lengths indirectly and by iterating (repeating) length units (non-standard--measure by comparing objects).
1	Does not demonstrate at this time.	With significant prompting and support measure lengths indirectly and by iterating (repeating) non-standard length units.	With significant prompting and support measure lengths indirectly and by iterating (repeating) length units (non-standard--measure by comparing objects).

Measurement and Data – Grade 2			
Tell and write time to the nearest five minutes.	T1	T2	T3
4	Tell and write time to the nearest five minutes, in both analog and digital format, using AM & PM.	Tells and writes time to the nearest minute and measures time intervals in minutes.	Solve word problems involving addition and subtraction of time intervals in minutes.
3	Tell and write time to the half hour.	With prompting and support, tell and write time to the nearest five minutes, in both analog and digital format, using AM and PM.	Tell and write time to the nearest five minutes, in both analog and digital format, using AM & PM.
2	With prompting and support, tell and write time to the nearest hour.	Tell and write time to the nearest hour.	Tell and write time to the half hour.
1	Does not demonstrate at this time.	With significant prompting and support, tell and write time to the nearest hour.	With prompting and support, tell and write time to the nearest hour.

Measurement and Data – Grade 2			
Solve word problems, using money.	T1	T2	T3
4	Solve word problems, using dollars, quarters, dimes, nickels, and pennies and appropriate notation.	Solve word problems, (including making change) using dollars, quarters, dimes, nickels, and pennies and appropriate notation.	Solve word problems, (including making change from $10.00) using dollars, quarters, dimes, nickels, and pennies and appropriate notation.
3	Using a variety of tools, solves word problems, using quarters, dimes, nickels and pennies and appropriate notation.	Using a variety of tools, solves word problems, using dollars, quarters, dimes, nickels, and pennies and appropriate notation.	Solve word problems, using dollars, quarters, dimes, nickels, and pennies and appropriate notation.
2	With prompting and support and using a variety of tools, solves word problems, using dimes, nickels and pennies and appropriate notation.	With prompting and support and using a variety of tools, solves word problems, using quarters, dimes, nickels and pennies and appropriate notation.	Using a variety of tools, solves word problems, using quarters, dimes, nickels and pennies and appropriate notation.
1	Does not demonstrate at this time.	With prompting and support and using a variety of tools, solves word problems, using dimes, nickels and pennies and appropriate notation.	With prompting and support and using a variety of tools, solves word problems, using quarters, dimes, nickels and pennies and appropriate notation.

Measurement and Data – Grade 2			
Represent and interpret data.	T1	T2	T3
4	Represent and interpret data (generate whole unit data, create and analyze picture and bar graphs)	With prompting and support represent and interpret data (create and analyze scaled picture and bar graphs, solve one-and-two step problems using graph data)	Represent and interpret data (create and analyze scaled picture and bar graphs, solve one-and-two step problems using graph data)
3	Represent and interpret data (graphs, tables, charts, etc.)	With prompting and support represent and interpret data. (generate whole unit data, create and analyze picture and bar graphs)	Represents and interpret data. (generate whole unit data, create and analyze picture and bar graphs)
2	With prompting and support represent and demonstrate literal interpretations of data (graphs, tables, charts, etc.)	With prompting and support represent and interpret data (graphs, tables, charts, etc.)	Represent and interpret data (graphs, tables, charts, etc.)
1	Does not demonstrate at this time	With prompting and support represent data (graphs, tables, charts, etc.)	With prompting and support represent and demonstrate literal interpretations of data (graphs, tables, charts, etc.)

Geometry – Grade 2			
Reason with shapes and their attributes.	T1	T2	T3
4	Reason with shapes and their attributes. (draw, identify, partition shapes, into halves, fourths, thirds	Reason with shapes and their attributes. (draw, identify, partition shapes, into halves, fourths, thirds with support and prompting	Understand that shapes in different categories may share attributes and can be defined by a larger category
3	Reason with shapes and their attributes (draw, identify and partition shapes into halves and fourths)	Reason with shapes and their attributes (draw, identify and partition shapes into halves and fourths) with support and prompting	Reason with shapes and their attributes. (draw, identify, partition shapes, into halves, fourths, thirds)
2	Analyze, compare, create, and compose shapes	Analyze, compare, create, and compose shapes with support and prompting	Reason with shapes and their attributes (draw, identify and partition shapes into halves and fourths)
1	Does not demonstrate at this time.	Identify and describe shapes with support and prompting	Analyze, compare, create, and compose shapes