Second Grade SBRC Rubrics

<table>
<thead>
<tr>
<th>Trimester</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>ALL</strong> (MP.1-MP.8)</td>
<td><strong>Student has limited ability to:</strong></td>
<td><strong>Student is developing ability to:</strong></td>
<td><strong>Student is able to:</strong></td>
<td><strong>Student’s ability to use a variety of strategies to solve problems exceeds standards.</strong></td>
</tr>
<tr>
<td></td>
<td>-solve problems without giving up</td>
<td>-solve problems without giving up</td>
<td>-solve problems without giving up</td>
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</tr>
<tr>
<td></td>
<td>-think about words and numbers to solve problems</td>
<td>-think about words and numbers to solve problems</td>
<td>-think about words and numbers to solve problems</td>
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<tr>
<td></td>
<td>-explain thinking orally</td>
<td>-explain thinking orally</td>
<td>-explain thinking orally</td>
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<tr>
<td></td>
<td>-use math models to show work</td>
<td>-use math models to show work</td>
<td>-use math models to show work</td>
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<tr>
<td></td>
<td>-choose correct math tools</td>
<td>-choose correct math tools</td>
<td>-choose correct math tools</td>
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<tr>
<td></td>
<td>-use math vocabulary appropriately</td>
<td>-use math vocabulary appropriately</td>
<td>-use math vocabulary appropriately</td>
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<tr>
<td></td>
<td>-use prior knowledge to solve new problems</td>
<td>-use prior knowledge to solve new problems</td>
<td>-use prior knowledge to solve new problems</td>
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<tr>
<td></td>
<td>-look for rules and patterns to solve problems</td>
<td>-look for rules and patterns to solve problems</td>
<td>-look for rules and patterns to solve problems</td>
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<tr>
<td></td>
<td>* Student scores a 1.0-1.5 on math responses using the district created math reasoning rubric.</td>
<td>* Student scores a 1.6-2.5 on math responses using the district created math reasoning rubric.</td>
<td>* Student scores a 2.6-3.0 on math responses using the district created math reasoning rubric.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment: On-Demand Math Reasoning Tasks, Math Journal Entries
## Operations and Algebraic Thinking

### 2) Represents and solves problems involving addition and subtraction (2.OA.A1)

<table>
<thead>
<tr>
<th>Trimester</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ALL (2.OA.A1)</td>
<td>With <strong>consistent teacher support</strong>, student has difficulty determining operation and in accurately applying an appropriate strategy to solve <strong>one and two-step word problems</strong>.</td>
<td>With <strong>teacher support</strong>, student can determine operation and accurately applies an appropriate strategy to solve <strong>one and two-step word problems</strong>.</td>
<td>Student <strong>consistently</strong> determines operation and accurately applies an appropriate strategy to solve <strong>one and two-step word problems</strong>.</td>
<td>Student can <strong>consistently and independently</strong> determine operation, accurately apply an appropriate strategy to solve <strong>multi-step word problems</strong>, and explain why the chosen strategy is efficient and why it works.</td>
</tr>
</tbody>
</table>

**Assessment:** End of the Unit Tests, Formative Tasks, Common Summative Assessments

### 3) Adds and subtracts within 20 (2.OA.B2)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ALL (2.OA.B2)</td>
<td>Student is <strong>not yet developing</strong> fluency with using mental strategies when adding and subtracting combinations up to and including 20.</td>
<td>Student is <strong>developing</strong> fluency using mental strategies to add and subtract combinations up to and including 20. Student may use number lines as well as mental strategies at times.</td>
<td>Student <strong>consistently</strong> demonstrates fluency using mental strategies and applies addition and subtraction facts up to and including 20.</td>
<td>Student can <strong>consistently and independently</strong> demonstrate fluency using mental strategies to apply addition and subtraction facts beyond 20.</td>
</tr>
</tbody>
</table>

**Assessment:** End of the Unit Tests, Formative Tasks, Common Summative Assessments

### 4) Works with equal groups of objects to gain foundations for multiplication (2.OA.C3, 2.OA.C4)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>ALL (2.OA.C3)</td>
<td>With <strong>consistent teacher support</strong>, student has difficulty determining whether a group of objects (up to 20) has an odd or even number of members.</td>
<td>With <strong>teacher support</strong>, student can determine whether a group of objects (up to 20) has an odd or even number of members.</td>
<td>Student can <strong>consistently</strong> determine whether a group of objects (up to 20) has an odd or even number of members.</td>
<td>Student can <strong>consistently and independently</strong> recognize situations that involve multiplication and solve them accurately.</td>
</tr>
<tr>
<td>ALL (2.OA.C4)</td>
<td><strong>With consistent teacher support</strong>, student has difficulty creating a visual representation to model repeated addition.</td>
<td><strong>With teacher support</strong>, student can create a visual representation to model repeated addition (with up to 5 rows and columns).</td>
<td>Student can <strong>consistently</strong> create a visual representation to model repeated addition (with up to 5 rows and columns).</td>
<td>Student can <strong>consistently and independently</strong> recognize situations that involve multiplication and solve them accurately.</td>
</tr>
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**Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments**

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### 5) Demonstrates fluency for addition and subtraction within 20

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<tbody>
<tr>
<td><strong>ALL</strong></td>
<td>Students complete less than 15 correct facts.</td>
<td>Students complete 15-29 correct facts.</td>
<td>Students complete 30-50 correct facts.</td>
<td>Students complete 51 or more correct facts.</td>
</tr>
</tbody>
</table>

**Assessment: District created timed assessments**
Numbers and Operations Within Base 10

6) **Understands place value (2.NBT.A1, 2.NBT.A2, 2.NBT.A3, 2.NBT.A4)**

<table>
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</thead>
<tbody>
<tr>
<td><strong>ALL</strong> (2.NBT.A1)</td>
<td>With <strong>consistent teacher support</strong>, student has difficulty identifying and representing hundreds, tens, and ones.</td>
<td>With <strong>teacher support</strong>, student can identify and represent hundreds, tens, and ones.</td>
<td>Student can <strong>consistently</strong> identify and represent hundreds, tens, and ones.</td>
<td>Student can <strong>consistently and independently</strong> identify and represent thousands, hundreds, tens, and ones.</td>
</tr>
<tr>
<td><strong>ALL</strong> (2.NBT.A2)</td>
<td>With <strong>consistent teacher support</strong>, student has difficulty counting within 1000, skip-counting by 5s, 10s, and 100s.</td>
<td>With <strong>teacher support</strong>, student can count within 1000, skip-count by 5s, 10s, and 100s.</td>
<td>Student can <strong>consistently</strong> count within 1000, skip-count by 5s, 10s, and 100s.</td>
<td><strong>NA</strong></td>
</tr>
<tr>
<td><strong>ALL</strong> (2.NBT.A3)</td>
<td>With <strong>consistent teacher support</strong>, student has difficulty reading and writing numbers to 1000 using base-ten numerals, number names, and expanded form.</td>
<td>With <strong>teacher support</strong>, student can read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</td>
<td>Student can <strong>consistently</strong> read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</td>
<td><strong>NA</strong></td>
</tr>
<tr>
<td><strong>ALL</strong> (2.NBT.A4)</td>
<td>With <strong>consistent teacher support</strong>, student has difficulty comparing 3-digit numbers using &gt;, &lt;, or =.</td>
<td>With <strong>teacher support</strong>, student can compare 3-digit numbers using &gt;, &lt;, or =.</td>
<td>Student can <strong>consistently</strong> compare 3-digit numbers using &gt;, &lt;, or =.</td>
<td>Student can <strong>consistently and independently</strong> compare 4-digit numbers using &gt;, &lt;, or =.</td>
</tr>
</tbody>
</table>

**Assessment:** End of the Unit Tests, Formative Tasks, Common Summative Assessments
7) Uses place value understanding and properties of operations to add and subtract (2.NBT.B5, 2.NBT.B6, 2.NBT.B7, 2.NBT.B8, 2.NBT.B9)

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<tbody>
<tr>
<td>ALL (2.NBT.B5-NBT.B9)</td>
<td>With teacher support, student has difficulty using multiple strategies and models to add up to 4 two-digit numbers add and subtract with and without regrouping within 1,000.</td>
<td>With teacher support, student can use multiple strategies to add up to 4 two-digit numbers and add and subtract numbers with and without regrouping within 1,000.</td>
<td>Student can consistently use multiple strategies to efficiently and accurately add up to 4 two-digit numbers and add and subtract with and without regrouping within 1,000.</td>
<td>Student can consistently and independently use multiple strategies to efficiently and accurately add and subtract 2 three-digit numbers beyond 1,000 with and without regrouping; and mentally add or subtract 10 or 100 from a given number.</td>
</tr>
</tbody>
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Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments

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Measurement and Data

8) Measures and estimates lengths in standard units (2.MD.A1, 2.MD.A2, 2.MD.A3, 2.MD.A4)

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</thead>
<tbody>
<tr>
<td>ALL (2.MD.A1-MD.A4)</td>
<td>With consistent teacher support, student has difficulty making reasonable estimates of length and in using a ruler to measure in metric and customary units.</td>
<td>With teacher support, student can make reasonable estimates of length, use a ruler to measure in metric and customary units, and determine how much longer one object is than another.</td>
<td>Student can consistently make reasonable estimates of length, use a ruler to measure in metric and customary units, and determine how much longer one object is than another.</td>
<td>Student can consistently and independently make reasonable estimates of length within a given unit, accurately measures objects with multiple tools, and compares the lengths of multiple objects.</td>
</tr>
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Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments
### 9) Relates addition and subtraction to length (2.MD.B5, 2.MD.B6)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ALL (2.MD.B5-MD.B6)</td>
<td>With consistent teacher support, student has difficulty adding and subtracting to solve word problems involving length, and in representing whole number lengths on a number line.</td>
<td>With teacher support, student can add and subtract to solve word problems involving length, and represent whole number lengths on a number line.</td>
<td>Student consistently adds and subtracts within 100 to solve word problems involving lengths given in the same units; and represents whole number lengths on a number line.</td>
<td>Student consistently and independently adds and subtracts beyond 100 to solve word problems involving length; and represents whole number lengths on a number line.</td>
</tr>
</tbody>
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**Assessment:** End of the Unit Tests, Formative Tasks, Common Summative Assessments

### 10) Works with time and money (2.MD.C7, 2.MD.C8)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ALL (2.MD.C7)</td>
<td>With consistent teacher support, student has difficulty telling time from analog &amp; digital clocks to the nearest 5 minutes.</td>
<td>With teacher support, student can tell time from analog and digital clocks to the nearest five minutes using a.m./p.m.</td>
<td>Student can consistently tell time from analog and digital clocks to the nearest five minutes using a.m. and p.m.</td>
<td>Student can consistently and independently tell time from both analog and digital clocks to the nearest minute using a.m. and p.m., and demonstrate some ability to solve problems involving elapsed time.</td>
</tr>
<tr>
<td>ALL (2.MD.C8)</td>
<td>With consistent teacher support, student has difficulty counting, drawing, and solving problems involving money up to one dollar.</td>
<td>With teacher support, student can count, draw, and solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols as appropriate.</td>
<td>Student can consistently count, draw, and solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols as appropriate.</td>
<td>Students can consistently and independently count, draw, and solve word problems involving money up to and/or over one dollar.</td>
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</table>

**Assessment:** End of the Unit Tests, Formative Tasks, Common Summative Assessments
### 11) Represents and interprets data (2.MD.D9, 2.MD.D10)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>ALL</strong> (2.MD.D9-MD.D10)</td>
<td>With consistent teacher support, student has difficulty representing, reading, and interpreting data on line plots, picture and bar graphs; and in solving problems using the information from graphs.</td>
<td>With teacher support, student can represent, read, and interpret data on line plots, picture, and bar graphs. Student requires teacher support to solve problems using the information from these graphs.</td>
<td>Student can consistently generate data by measuring lengths, represent, read, and interpret data on line plots, picture, and bar graphs; and solve problems using the information from graphs.</td>
<td>Student can consistently and independently generate data by measuring lengths, represent, read, and interpret data on line plots, picture, and bar graphs; solve problems and create and answer questions using the information from graphs.</td>
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</tbody>
</table>

**Assessment:** End of the Unit Tests, Formative Tasks, Common Summative Assessments

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### Geometry

### 12) Reasons with shapes and their attributes (2.G.A1, 2.G.A2, 2.G.A3)

<table>
<thead>
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<th>E</th>
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</thead>
<tbody>
<tr>
<td><strong>ALL</strong> (2.G.A1-G.A3)</td>
<td>With consistent teacher support, student has difficulty identifying, drawing, partitioning (halves, thirds, quarters), and describing attributes of a shape given its name or attributes, and in solving problems accurately based on the attributes of a shape.</td>
<td>With teacher support, student can identify, draw, partition (halves, thirds, quarters), and describe a shape given its name or attributes, and solve problems accurately based on the attributes of a shape.</td>
<td>Student can consistently identify, draw, partition (halves, thirds, quarters), and describe a shape given its name or attributes, and solve problems accurately based on the attributes of a shape.</td>
<td>Students can independently and consistently identify, draw, partition (halves, thirds, quarters, etc.) and describes a shape given its name or attributes, and consistently and accurately solve problems involving the attributes of a shape.</td>
</tr>
</tbody>
</table>

**Assessment:** End of the Unit Tests, Formative Tasks, Common Summative Assessments