

Grade 2 Report Card Rubric - Parent Edition

The performance levels below are used to reflect the learner's progress towards meeting each Standard.

The levels are:			
3	The learner is meeting grade level expectations for this point in the school year. Performance is characterized by thorough understanding of concepts and skills.		
2	*The learner is progressing toward grade level expectations for this point in the school year. Performance is characterized by the ability to apply skills expected at this point in the school year with increasing success. Performance varies regarding accuracy, quality, and level of support needed.		
1	**The learner is not yet meeting grade level expectations for this point in the school year. At this time performance does not yet demonstrate understanding of basic concepts and skills expected at this point in the school year. Performance is inconsistent even with guidance and support.		
Not assessed during trimester.			
	<p>*Prompting and Support: The student needs guidance and support to successfully engage in tasks aligned to this standard. The teacher asks questions and offers prompting and feedback to help the student engage appropriately and effectively with tasks, and to successfully complete tasks.</p>	<p>**With Teacher Assistance: The teacher has to physically or verbally assist the student in order for the student to engage successfully in tasks aligned to this standard.</p>	

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MATHEMATICS			
	Trimester 1	Trimester 2	Trimester 3
Operations & Algebraic Thinking			
Represent and solve problems involving addition and subtraction.			
3	Learner can consistently use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, with unknowns in all positions, e.g., by beginning to use drawings and equations with a symbol for the unknown number to represent the problem.	Learner can consistently use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Learner can consistently use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2	With prompting and support, learner can use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, with unknowns in all positions, e.g., by beginning to use drawings and equations with a symbol for the unknown number to represent the problem.	With prompting and support, learner can use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	With prompting and support, learner can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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1	With teacher assistance, learner can use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, with unknowns in all positions, e.g., by beginning to use drawings and equations with a symbol for the unknown number to represent the problem.	With teacher assistance, learner can use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	With teacher assistance, learner can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Fluently add and subtract within 20			
3	Learner can fluently add and subtract within 10 using mental strategies.	Learner can fluently add and subtract within 10 using mental strategies; know from memory all sums of two one-digit numbers.	Learner can fluently add and subtract within 20 using mental strategies; know from memory all sums of two one-digit numbers.
2	With prompting and support, learner can add and subtract within 10 using mental strategies.	With prompting and support, learners can add and subtract within 10 using mental strategies; know from memory all sums of two one-digit numbers.	With prompting and support, learner can add and subtract within 20 using mental strategies; know from memory all sums of two one-digit numbers.
1	With teacher assistance, learner can add and subtract within 10 using mental strategies.	With teacher assistance, learners can add and subtract within 10 using mental strategies; know from memory all sums of two one-digit numbers.	With teacher assistance, learner can add and subtract within 20 using mental strategies; know from memory all sums of two one-digit numbers.

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<p>Work with equal groups of objects to gain foundations for multiplication.</p>			
<p style="text-align: center;">3</p>			<p>Learner can consistently determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends; use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>
<p style="text-align: center;">2</p>			<p>With prompting and support, learner can determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends; use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>

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1			With teacher assistance, learner can determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends; use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Numbers and Operations in Base Ten			
Understand place value.			

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<p>3</p>	<p>Learner can consistently demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; demonstrates understanding of the following two special cases: 1) 100 can be thought of as a bundle of ten tens - called a "hundred"; 2) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1000; skip-count by 5s, 10, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results comparisons.</p>	<p>Learner can consistently demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; demonstrates understanding of the following two special cases: 1) 100 can be thought of as a bundle of ten tens - called a "hundred"; 2) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1000; skip-count by 5s, 10, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results comparisons.</p>	<p>Learner can consistently demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; demonstrates understanding of the following two special cases: 1) 100 can be thought of as a bundle of ten tens - called a "hundred"; 2) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1000; skip-count by 5s, 10, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results comparisons.</p>
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<p style="text-align: center;">2</p>	<p>With prompting and support, learner can demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; demonstrates understanding of the following two special cases: 1) 100 can be thought of as a bundle of ten tens - called a "hundred"; 2) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1000; skip-count by 5s, 10, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results comparisons.</p>	<p>With prompting and support, learner can demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; demonstrates understanding of the following two special cases: 1) 100 can be thought of as a bundle of ten tens - called a "hundred"; 2) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1000; skip-count by 5s, 10, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results comparisons.</p>	<p>With prompting and support, learner can demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; demonstrates understanding of the following two special cases: 1) 100 can be thought of as a bundle of ten tens - called a "hundred"; 2) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1000; skip-count by 5s, 10, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results comparisons.</p>
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<p style="text-align: center;">1</p>	<p>With teacher assistance, learner can demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; demonstrates understanding of the following two special cases: 1) 100 can be thought of as a bundle of ten tens - called a "hundred"; 2) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1000; skip-count by 5s, 10, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results comparisons.</p>	<p>With teacher assistance, learner can demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; demonstrates understanding of the following two special cases: 1) 100 can be thought of as a bundle of ten tens - called a "hundred"; 2) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1000; skip-count by 5s, 10, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results comparisons.</p>	<p>With teacher assistance, learner can demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; demonstrates understanding of the following two special cases: 1) 100 can be thought of as a bundle of ten tens - called a "hundred"; 2) the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1000; skip-count by 5s, 10, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results comparisons.</p>
<p>Use place value understanding and properties of operations to add and subtract.</p>			

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<p style="text-align: center;">3</p>	<p>Learner can add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p>	<p>Learner can add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; demonstrate understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds from hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds</p>	<p>Learner can fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; add up to four two-digit numbers using strategies based on place value and properties of operations; add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; related the strategy to a written method; demonstrate understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds from hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds; mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900; explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
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<p style="text-align: center;">2</p>	<p>With prompting and support learner can add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p>	<p>With prompting, the learner can add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; demonstrate understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds from hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds</p>	<p>With prompting and support, learner can add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; add up to four two-digit numbers using strategies based on place value and properties of operations; add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; related the strategy to a written method; demonstrate understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds from hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds; mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900; explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
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<p style="text-align: center;">1</p>	<p>With teacher assistance, learner can add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p>	<p>With teacher assistance, the learner can add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; demonstrate understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds from hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds</p>	<p>With teacher assistance, learner can add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; add up to four two-digit numbers using strategies based on place value and properties of operations; add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; related the strategy to a written method; demonstrate understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds from hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds; mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900; explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
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Measurement and Data			
Measure and estimate lengths in standard units.			
3	Learner can consistently measure the length of an object and use appropriate tools such as rulers, meter sticks, and measuring tapes; measure the length of an object twice, using units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimate lengths using units of centimeters, and meters; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Learner can consistently measure the length of an object and use appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes; measure the length of an object twice, using units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimate lengths using units of centimeters, and meters; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Learner can consistently measure the length of an object and use appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes; measure the length of an object twice, using units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimate lengths using units of inches, feet, centimeters, and meters; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2	With prompting and support learner can consistently measure the length of an object and use appropriate tools such as rulers, meter sticks, and measuring tapes; measure the length of an object twice, using units of different lengths for the two measurements; describe how the two measurements relate to the size of	With prompting and support learner can consistently measure the length of an object and use appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes; measure the length of an object twice, using units of different lengths for the two measurements; describe how the two measurements relate to the	With prompting and support, learner can measure the length of an object and use appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes; measure the length of an object twice, using units of different lengths for the two measurements; describe how the two measurements relate to the size of

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	the unit chosen; estimate lengths using units of centimeters, and meters; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	size of the unit chosen; estimate lengths using units of centimeters, and meters; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	the unit chosen; estimate lengths using units of inches, feet, centimeters, and meters; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
1	With teacher assistance, learner can consistently measure the length of an object and use appropriate tools such as rulers, meter sticks, and measuring tapes; measure the length of an object twice, using units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimate lengths using units of centimeters, and meters; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	With teacher assistance, learner can consistently measure the length of an object and use appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes; measure the length of an object twice, using units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimate lengths using units of centimeters, and meters; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	With teacher assistance, learner can measure the length of an object and use appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes; measure the length of an object twice, using units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimate lengths using units of inches, feet, centimeters, and meters; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length.			

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<p style="text-align: center;">3</p>	<p>Learner can consistently use addition and subtraction within 20 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and beginning to use equations with a symbol for the unknown number to represent the problem</p>	<p>Learner can consistently use addition and subtraction within 100 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem; represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.</p>	<p>Learner can consistently use addition and subtraction within 100 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem; represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.</p>
<p style="text-align: center;">2</p>	<p>With prompting and support learner can consistently use addition and subtraction within 20 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and beginning to use equations with a symbol for the unknown number to represent the problem</p>	<p>With prompting and support, learner can use addition and subtraction within 100 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem; represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number</p>	<p>With prompting and support, learner can use addition and subtraction within 100 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem; represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number</p>

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		sums and differences within 100 on a number line.	sums and differences within 100 on a number line.
1	With teacher assistance learner can consistently use addition and subtraction within 20 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and beginning to use equations with a symbol for the unknown number to represent the problem	With teacher assistance, learner can use addition and subtraction within 100 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem; represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.	With teacher assistance, learner can use addition and subtraction within 100 to solve word problems involving lengths that are given the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem; represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.
Work with time and/or money.			
3	Learner can consistently count up using bills (\$1, \$10, \$100) and show the value of an amount of bills using the \$ symbol appropriately	Learner can consistently solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Learner can consistently tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.; solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

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2	With prompting and support, learner can consistently count up using bills (\$1, \$10, \$100) and show the value of an amount of bills using the \$ symbol appropriately	With prompting and support, learner can consistently solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	With prompting and support, learner can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.; solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
1	With teacher assistance, learner can consistently count up using bills (\$1, \$10, \$100) and show the value of an amount of bills using the \$ symbol appropriately	With teacher assistance, learner can consistently solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	With teacher assistance, learner can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.; solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
Represent and interpret data.			
3	Learner can consistently measure lengths of several objects to the nearest whole unit.	Learner can consistently measure lengths of several objects to the nearest whole unit.	Learner can consistently measure lengths of several objects to the nearest whole unit. Represent a data set with up to four categories and a single unit scale using a picture graph, bar graph, and/or line plot; solve simple put-together,

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			take-apart, and compare problems using information presented in a bar graph.
2	With prompting and support, learner can consistently measure lengths of several objects to the nearest whole unit.	With prompting and support, learner can consistently measure lengths of several objects to the nearest whole unit.	With prompting and support, learner can consistently measure lengths of several objects to the nearest whole unit. Represent a data set with up to four categories and a single unit scale using a picture graph, bar graph, and/or line plot; solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
1	With teacher assistance, learner can consistently measure lengths of several objects to the nearest whole unit.	With teacher assistance, learner can consistently measure lengths of several objects to the nearest whole unit.	With teacher assistance, learner can consistently measure lengths of several objects to the nearest whole unit. Represent a data set with up to four categories and a single unit scale using a picture graph, bar graph, and/or line plot; solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Geometry			
Reason with shapes and their attributes.			

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3			Learner can consistently recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces; identify triangles, quadrilaterals, pentagons, hexagons, and cubes; partition a rectangle into rows and columns of same-size squares and count to find the total number of them; partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths even when the shares are not the same shape
2			With prompting and support, learner can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces; identify triangles, quadrilaterals, pentagons, hexagons, and cubes; partition a rectangle into rows and columns of same-size squares and count to find the total number of them; partition circles and rectangles into two, three, or four

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			equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths even when the shares are not the same shape
1			With teacher assistance, learner can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces; identify triangles, quadrilaterals, pentagons, hexagons, and cubes; partition a rectangle into rows and columns of same-size squares and count to find the total number of them; partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths even when the shares are not the same shape
ELA			
	Trimester 1	Trimester 2	Trimester 3

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Reading: Literature & Informational Text			
Use key ideas and details to recount a text which could include stating the main idea and detail, character, setting, author's message.			
3	Learner can consistently ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Learner can ask and answer questions using key ideas and details to recount (retell and summarize) a text which could include stating the main idea and detail, character, setting.	Learner can ask and answer questions using key ideas and details to recount (retell and summarize) a text which could include stating the main idea and detail, character, setting, author's message.
2	With prompting, the learner can consistently ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	With prompting, the learner can ask and answer questions using key ideas and details to recount (retell and summarize) a text which could include stating the main idea and detail, character, setting.	With prompting, the learner can ask and answer questions using key ideas and details to recount (retell and summarize) a text which could include stating the main idea and detail, character, setting, author's message.
1	With teacher support, the learner can consistently ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	With teacher support, the learner can ask and answer questions using key ideas and details to recount (retell and summarize) a text which could include stating the main idea and detail, character, setting.	With teacher support, the learner can ask and answer questions using key ideas and details to recount (retell and summarize) a text which could include stating the main idea and detail, character, setting, author's message.

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<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe and/or describe how characters in a story respond to major events and challenges.</p>			
<p>3</p>	<p>Learner can consistently identify the main purpose of an informational text.</p>	<p>Learner can consistently identify the main purpose of an informational text; describe how characters in a story respond to major events and challenges.</p>	<p>Learner can consistently identify the main purpose of a text, including what the author wants to answer, explain, or describe and/or describe the different character points of view and how characters in a story respond to major events and challenges.</p>
<p>2</p>	<p>With prompting, the learner can consistently identify the main purpose of an informational text.</p>	<p>With prompting, the learner can consistently identify the main purpose of an informational text; describe how characters in a story respond to major events and challenges.</p>	<p>With prompting, the learner can consistently identify the main purpose of a text, including what the author wants to answer, explain, or describe and/or describe the different character points of view and how characters in a story respond to major events and challenges.</p>
<p>1</p>	<p>With teacher support, the learner can consistently identify the main purpose of an informational text.</p>	<p>With teacher support, the learner can consistently identify the main purpose of an informational text; describe how characters in a story respond to major events and challenges.</p>	<p>With teacher support, the learner can consistently identify the main purpose of a text, including what the author wants to answer, explain, or describe and/or describe the different character</p>

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			points of view and how characters in a story respond to major events and challenges.
Determine the meaning of words and phrases in a text, including figurative language.			
3	Learner can consistently determine the meaning of words and phrases in text based on grade 2 topics.	Learner can consistently determine the meaning of words and phrases in text based on grade 2 topics.	Learner can consistently determine the meaning of words and phrases in a text, including figurative language.
2	With prompting, the learner can consistently determine the meaning of words and phrases in text based on grade 2 topics.	With prompting, the learner can consistently determine the meaning of words and phrases in text based on grade 2 topics.	With prompting, the learner can consistently determine the meaning of words and phrases in a text, including figurative language.
1	With teacher support, the learner can consistently determine the meaning of words and phrases in text based on grade 2 topics.	With teacher support, the learner can consistently determine the meaning of words and phrases in text based on grade 2 topics.	With teacher support, the learner can consistently determine the meaning of words and phrases in a text, including figurative language.
Determine the overall structure of a text/story using various text features to locate key facts or information in a text efficiently.			
3	Learner can consistently determine the overall structure of a text/story using various text features (e.g., captions, bold print, subheadings, glossaries, indexes)/author's craft (e.g., italics, illustrations, literary	Learner can consistently determine the overall structure of a text/story using various text features (e.g., captions, bold print, subheadings, glossaries, indexes)/author's craft (e.g., italics, illustrations, literary	Learner can consistently determine the overall structure of a text/story using various text features (e.g., captions, bold print, subheadings, glossaries, indexes)/author's craft (e.g., italics, illustrations, literary

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	elements) to locate key facts or information in a text efficiently.	elements) to locate key facts or information in a text efficiently.	elements) to locate key facts or information in a text efficiently.
2	With prompting, the learner can consistently determine the overall structure of a text/story using various text features (e.g., captions, bold print, subheadings, glossaries, indexes)/author's craft (e.g., italics, illustrations, literary elements) to locate key facts or information in a text efficiently.	With prompting, the learner can consistently determine the overall structure of a text/story using various text features (e.g., captions, bold print, subheadings, glossaries, indexes)/author's craft (e.g., italics, illustrations, literary elements) to locate key facts or information in a text efficiently.	With prompting, the learner can consistently determine the overall structure of a text/story using various text features (e.g., captions, bold print, subheadings, glossaries, indexes)/author's craft (e.g., italics, illustrations, literary elements) to locate key facts or information in a text efficiently.
1	With teacher support, the learner can consistently determine the overall structure of a text/story using various text features (e.g., captions, bold print, subheadings, glossaries, indexes)/author's craft (e.g., italics, illustrations, literary elements) to locate key facts or information in a text efficiently.	With teacher support, the learner can consistently determine the overall structure of a text/story using various text features (e.g., captions, bold print, subheadings, glossaries, indexes)/author's craft (e.g., italics, illustrations, literary elements) to locate key facts or information in a text efficiently.	With teacher support, the learner can consistently determine the overall structure of a text/story using various text features (e.g., captions, bold print, subheadings, glossaries, indexes)/author's craft (e.g., italics, illustrations, literary elements) to locate key facts or information in a text efficiently.
Reading: Foundational Skills			
Know and apply phonics to read grade level text with fluency and accuracy to support comprehension.			
3	Learner can consistently know and apply phonics to read grade level text with fluency (rate, phrasing,	Learner can consistently know and apply phonics to read grade level text with fluency (rate, phrasing,	Learner can consistently know and apply phonics to read grade level text with fluency (rate, phrasing,

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	intonation) and accuracy to support comprehension.	intonation) and accuracy to support comprehension.	intonation) and accuracy to support comprehension.
2	With prompting, the learner can know and apply phonics to read grade level text with fluency (rate, phrasing, intonation) and accuracy to support comprehension.	With prompting, the learner can know and apply phonics to read grade level text with fluency (rate, phrasing, intonation) and accuracy to support comprehension.	With prompting, the learner can know and apply phonics to read grade level text with fluency (rate, phrasing, intonation) and accuracy to support comprehension.
1	With teacher support, the learner can know and apply phonics to read grade level text with fluency (rate, phrasing, intonation) and accuracy to support comprehension.	With teacher support, the learner can know and apply phonics to read grade level text with fluency (rate, phrasing, intonation) and accuracy to support comprehension.	With teacher support, the learner can know and apply phonics to read grade level text with fluency (rate, phrasing, intonation) and accuracy to support comprehension.
Read grade level text with purpose and understanding.			
3	Learner can consistently read grade level text with purpose and understanding.	Learner can consistently read grade level text with purpose and understanding.	Learner can consistently read grade level text with purpose and understanding.
2	With prompting, the learner can read grade level text with purpose and understanding.	With prompting, the learner can read grade level text with purpose and understanding.	With prompting, the learner can read grade level text with purpose and understanding.
1	With teacher support, the learner can read grade level text with purpose and understanding.	With teacher support, the learner can read grade level text with purpose and understanding.	With teacher support, the learner can read grade level text with purpose and understanding.
Writing			

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Write to compose opinion, narrative, or informative texts with appropriate structure.			
3	Learner can consistently write to compose opinion, narrative, or informative texts with appropriate structure (overall, lead, ending, transitions and organization).	Learner can consistently write to compose opinion, narrative, or informative texts with appropriate structure (overall, lead, ending, transitions and organization).	Learner can consistently write to compose opinion, narrative, or informative texts with appropriate structure (overall, lead, ending, transitions and organization).
2	With prompting, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate structure (overall, lead, ending, transitions and organization).	With prompting, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate structure (overall, lead, ending, transitions and organization).	With prompting, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate structure (overall, lead, ending, transitions and organization).
1	With teacher support, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate structure (overall, lead, ending, transitions and organization).	With teacher support, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate structure (overall, lead, ending, transitions and organization).	With teacher support, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate structure (overall, lead, ending, transitions and organization).
Write to compose opinion, narrative, or informative texts with appropriate development of ideas.			
3	Learner can consistently write to compose opinion, narrative, or informative texts with appropriate development of ideas (elaboration and craft).	Learner can consistently write to compose opinion, narrative, or informative texts with appropriate development of ideas (elaboration and craft).	Learner can consistently write to compose opinion, narrative, or informative texts with appropriate development of ideas (elaboration and craft).

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2	With prompting, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate development of ideas (elaboration and craft).	With prompting, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate development of ideas (elaboration and craft).	With prompting, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate development of ideas (elaboration and craft).
1	With teacher support, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate development of ideas (elaboration and craft).	With teacher support, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate development of ideas (elaboration and craft).	With teacher support, the learner can consistently write to compose opinion, narrative, or informative texts with appropriate development of ideas (elaboration and craft).
Speaking and Listening			
While following rules for discussions, participate in collaborative conversations with diverse partnerships about grade 2 topics and texts.			
3	Learner can consistently follow expectations for discussions with small group and partners and participate in collaborative conversations about grade 2 topics and texts.	Learner can consistently follow expectations for discussions with small group and partners and participate in collaborative conversations about grade 2 topics and texts.	Learner can consistently follow expectations for discussions with small group and partners and participate in collaborative conversations about grade 2 topics and texts.
2	With prompting, the learner can follow expectations and participate in collaborative conversations with diverse partnerships about grade 2 topics and texts.	With prompting, the learner can follow expectations and participate in collaborative conversations with diverse partnerships about grade 2 topics and texts.	With prompting, the learner can follow expectations and participate in collaborative conversations with diverse partnerships about grade 2 topics and texts.

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1	With teacher support, the learner can follow expectations and participate in collaborative conversations with diverse partnerships about grade 2 topics and texts.	With teacher support, the learner can follow expectations and participate in collaborative conversations with diverse partnerships about grade 2 topics and texts.	With teacher support, the learner can follow expectations and participate in collaborative conversations with diverse partnerships about grade 2 topics and texts.
Language			
Demonstrate command of the conventions of standard English grammar (spelling, punctuation, capitalization) and usage when writing or speaking.			
3	Learner can consistently demonstrate the following when writing: spelling, punctuation, capitalization.	Learner can consistently demonstrate the following when writing: spelling, punctuation, capitalization.	Learner can consistently demonstrate the following when writing: spelling, punctuation, capitalization.
2	With prompting, the learner can demonstrate the following when writing: spelling, punctuation, capitalization.	With prompting, the learner can demonstrate the following when writing: spelling, punctuation, capitalization.	With prompting, the learner can demonstrate the following when writing: spelling, punctuation, capitalization.
1	With teacher support, the learner can demonstrate the following when writing: spelling, punctuation, capitalization.	With teacher support, the learner can demonstrate the following when writing: spelling, punctuation, capitalization.	With teacher support, the learner can demonstrate the following when writing: spelling, punctuation, capitalization.

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SCIENCE			
	Trimester 1	Trimester 2	Trimester 3
Crosscutting Concepts			
Identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.			
3	Learner can identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.	Learner can identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.	Learner can identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.
2	With prompting can identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.	With prompting can identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.	With prompting can identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.
1	With teacher support, can identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.	With teacher support, can identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.	With teacher support, can identify ways that objects may break into smaller pieces, be put together into larger pieces, or change shapes.
Science and Engineering Practices			
Demonstrate the steps of the scientific method when conducting investigations.			

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3			Learner can demonstrate the steps of the scientific method (ask a question, construct a hypothesis, make predictions, test with an experiment, analyze data and draw conclusions, communicate results) when conducting investigations individually or in a group.
2			With prompting, learner can demonstrate the steps of the scientific method (ask a question, construct a hypothesis, make predictions, test with an experiment, analyze data and draw conclusions, communicate results) when conducting investigations individually or in a group.
1			With teacher support, learner can demonstrate the steps of the scientific method (ask a question, construct a hypothesis, make predictions, test with an experiment, analyze data and draw conclusions, communicate results) when conducting investigations individually or in a group.
Life Science			

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Demonstrate understanding that plants depend on animals for pollination or to move their seeds around.			
3		Learner can demonstrate that plants depend on animals for pollination or to move their seeds around.	Learner can demonstrate that plants depend on animals for pollination or to move their seeds around.
2		With prompting, learner can demonstrate that plants depend on animals for pollination or to move their seeds around.	With prompting, learner can demonstrate that plants depend on animals for pollination or to move their seeds around.
1		With teacher support, learner can demonstrate that plants depend on animals for pollination or to move their seeds around.	With teacher support, learner can demonstrate that plants depend on animals for pollination or to move their seeds around.
Physical Science			
Demonstate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.			
3	Learner can demonstrate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.	Learner can demonstrate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.	Learner can demonstrate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.

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2	With prompting, learner can demonstrate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.	With prompting, learner can demonstrate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.	With prompting, learner can demonstrate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.
1	With teacher support, learner can demonstrate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.	With teacher support, learner can demonstrate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.	With teacher support, learner can demonstrate understanding that matter exists as different substances that have different observable properties and are suited for different purposes.
Engineering, Technology, and the Application of Science			
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.			

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<p style="text-align: center;">3</p>	<p>Learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>Learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>Learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>
<p style="text-align: center;">2</p>	<p>With prompting, learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>With prompting, learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>With prompting, learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>

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1	With teacher support, learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	With teacher support, learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	With teacher support, learner can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Learners can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
SOCIAL STUDIES			
	Trimester 1	Trimester 2	Trimester 3
Inquiry Practices and Processes			
Construct meaningful questions that initiate an inquiry.			
3	When provided a question, learner can determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").	When provided a question, learner can determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").	When provided a question, learner can determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").

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2	With prompting, the learner can determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").	With prompting, the learner can determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").	With prompting, the learner can determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").
1	With teacher support, the learner can determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").	With teacher support, the learner can determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").	With teacher support, the learner can determine what other questions are needed to support the researcher (i.e., "What more do we need to know?").
Behavioral Science			
Assess the role that human behavior and cultures play in the development of social endeavors.			
3		Learner can identify a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).	Learner can identify a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).
2		With prompting and support, the learner can identify a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).	With prompting and support, the learner can identify a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).
1		With teacher assistance, the learner can identify a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).	With teacher assistance, the learner can identify a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).

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Geography			
Use geographic tools and thinking to understand the world.			
3	Learner can consistently recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task and identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.	Learner can consistently recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task and identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.	Learner can consistently recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task and identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.
2	With prompting and support, learner can recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task and identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.	With prompting and support, learner can recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task and identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.	With prompting and support, learner can recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task and identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.
1	With teacher assistance, learner can recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task and identify physical	With teacher assistance, learner can recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task and identify physical	With teacher assistance, learner can recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task and identify

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	and human characteristics of a place using maps, graphs, photographs, and other representations.	and human characteristics of a place using maps, graphs, photographs, and other representations.	physical and human characteristics of a place using maps, graphs, photographs, and other representations.
History			
Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.			
3		Learner can describe a person or event from the past that reflects their own life in some way; explain why two people can talk about an event from different view points; explain how something from the past can affect their life now.	Learner can describe a person or event from the past that reflects their own life in some way; explain why two people can talk about an event from different view points; explain how something from the past can affect their life now.
2		With prompting and support, the learner can describe a person or event from the past that reflects their own life in some way; explain why two people can talk about an event from different view points; explain how something from the past can affect their life now.	With prompting and support, the learner can describe a person or event from the past that reflects their own life in some way; explain why two people can talk about an event from different view points; explain how something from the past can affect their life now.

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1		With teacher assistance, the learner can describe a person or event from the past that reflects their own life in some way; explain why two people can talk about an event from different view points; explain how something from the past can affect their life now.	With teacher assistance, the learner can describe a person or event from the past that reflects their own life in some way; explain why two people can talk about an event from different view points; explain how something from the past can affect their life now.
Political Science			
Identify and analyze democratic principles.			
3			Learner can consistently compare contributions of two or more influential people related to the founding of the United States; and compare rights and responsibilities within the classroom, school, and community; and classify basic rights that all humans have (i.e., life, liberty, safety).
2			With prompting and support, the learner can compare contributions of two or more influential people related to the founding of the United States; and compare rights and responsibilities within the classroom, school, and community; and classify basic

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			rights that all humans have (i.e., life, liberty, safety).
1			With teacher assistance, the learner can compare contributions of two or more influential people related to the founding of the United States; and compare rights and responsibilities within the classroom, school, and community; and classify basic rights that all humans have (i.e., life, liberty, safety).
SOCIAL/EMOTIONAL DEVELOPMENT			
	Trimester 1	Trimester 2	Trimester 3
Learns will be able to use verbal and nonverbal language to express emotions.			
3	Learners will independently be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex (embarrassed, bored, remorse, frustrated, jealousy, guilt, worry, pride) emotions.	Learners will independently be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex (embarrassed, bored, remorse, frustrated, jealousy, guilt, worry, pride) emotions.	Learners will independently be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex (embarrassed, bored, remorse, frustrated, jealousy, guilt, worry, pride) emotions.

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2	With prompting and support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.	With prompting and support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.	With prompting and support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.
1	With individualized teacher support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.	With individualized teacher support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.	With individualized teacher support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.
Learners will be able to use strategies to manage emotions.			
3	Learners will independently be able to demonstrate a variety of strategies to manage strong emotions.	Learners will independently be able to demonstrate a variety of strategies to manage strong emotions.	Learners will independently be able to demonstrate a variety of strategies to manage strong emotions.
2	With prompting and support learners will be able to demonstrate a variety of strategies to manage strong emotions.	With prompting and support learners will be able to demonstrate a variety of strategies to manage strong emotions.	With prompting and support learners will be able to demonstrate a variety of strategies to manage strong emotions.
1	With individualized teacher support learners will be able to demonstrate a variety of strategies to manage strong emotions.	With individualized teacher support learners will be able to demonstrate a variety of strategies to manage strong emotions.	With individualized teacher support learners will be able to demonstrate a variety of strategies to manage strong emotions.
Learners will show empathy toward others.			

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3	Learners will independently be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	Learners will independently be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	Learners will independently be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.
2	With prompting and support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	With prompting and support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	With prompting and support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.
1	With individualized teacher support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	With individualized teacher support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.	With individualized teacher support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.
Learners will be able to identify and describe their strengths.			
3	Learners will independently be able to identify and describe skills and activities they do well and those for which they need help.	Learners will independently be able to identify and describe skills and activities they do well and those for which they need help.	Learners will independently be able to identify and describe skills and activities they do well and those for which they need help.
2	With prompting and support learners will be able to identify and describe skills and activities they do well and those for which they need help.	With prompting and support learners will be able to identify and describe skills and activities they do well and those for which they need help.	With prompting and support learners will be able to identify and describe skills and activities they do well and those for which they need help.

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1	With individualized teacher support learners will be able to identify and describe skills and activities they do well and those for which they need help.	With individualized teacher support learners will be able to identify and describe skills and activities they do well and those for which they need help.	With individualized teacher support learners will be able to identify and describe skills and activities they do well and those for which they need help.
Learners will be able to identify and describe challenges and self-advocate.			
3	Learners will independently be able to identify and describe their independent thoughts and self-advocate.	Learners will independently be able to identify and describe their independent thoughts and self-advocate.	Learners will independently be able to identify and describe their independent thoughts and self-advocate.
2	With prompting and support learners will be able to identify and describe their independent thoughts and self-advocate.	With prompting and support learners will be able to identify and describe their independent thoughts and self-advocate.	With prompting and support learners will be able to identify and describe their independent thoughts and self-advocate.
1	With individualized teacher support learners will be able to identify and describe their independent thoughts and self-advocate.	With individualized teacher support learners will be able to identify and describe their independent thoughts and self-advocate.	With individualized teacher support learners will be able to identify and describe their independent thoughts and self-advocate.
Learners will be able to set goals for success.			
3	Learners will independently be able to identify simple goals for personal and academic success.	Learners will independently be able to identify simple goals for personal and academic success.	Learners will independently be able to identify simple goals for personal and academic success.
2	With prompting and support learners will be able to identify	With prompting and support learners will be able to identify	With prompting and support learners will be able to identify

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	simple goals for personal and academic success.	simple goals for personal and academic success.	simple goals for personal and academic success.
1	With individualized teacher support learners will be able to identify simple goals for personal and academic success.	With individualized teacher support learners will be able to identify simple goals for personal and academic success.	With individualized teacher support learners will be able to identify simple goals for personal and academic success.
Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.			
3	Learners will independently be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	Learners will independently be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	Learners will independently be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.
2	With prompting and support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	With prompting and support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	With prompting and support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.
1	With individualized teacher support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	With individualized teacher support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	With individualized teacher support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.
Learners will be able to understand and reflect on the perspective of others.			

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3	Learners will independently be able to understand and reflect on the perspective of others.	Learners will independently be able to understand and reflect on the perspective of others.	Learners will independently be able to understand and reflect on the perspective of others.
2	With prompting and support learners will be able to understand and reflect on the perspective of others.	With prompting and support learners will be able to understand and reflect on the perspective of others.	With prompting and support learners will be able to understand and reflect on the perspective of others.
1	With individualized teacher support learners will be able to understand and reflect on the perspective of others.	With individualized teacher support learners will be able to understand and reflect on the perspective of others.	With individualized teacher support learners will be able to understand and reflect on the perspective of others.
Learners will be able to identify expected and unexpected choices in responding to situations.			
3	Learners will independently be able to identify expected and unexpected choices in responding to situations.	Learners will independently be able to identify expected and unexpected choices in responding to situations.	Learners will independently be able to identify expected and unexpected choices in responding to situations.
2	With prompting and support learners will be able to identify expected and unexpected choices in responding to situations.	With prompting and support learners will be able to identify expected and unexpected choices in responding to situations.	With prompting and support learners will be able to identify expected and unexpected choices in responding to situations.
1	With individualized teacher support learners will be able to identify expected and unexpected choices in responding to situations.	With individualized teacher support learners will be able to identify expected and unexpected choices in responding to situations.	With individualized teacher support learners will be able to identify expected and unexpected choices in responding to situations.

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Learners will demonstrate personal safety for themselves and others.			
3	Learners will independently demonstrate personal safety for themselves and others.	Learners will independently demonstrate personal safety for themselves and others.	Learners will independently demonstrate personal safety for themselves and others.
2	With prompting and support learners will demonstrate personal safety for themselves and others.	With prompting and support learners will demonstrate personal safety for themselves and others.	With prompting and support learners will demonstrate personal safety for themselves and others.
1	With individualized teacher support learners will demonstrate personal safety for themselves and others.	With individualized teacher support learners will demonstrate personal safety for themselves and others.	With individualized teacher support learners will demonstrate personal safety for themselves and others.
Art			
	Trimester 1	Trimester 2	Trimester 3
CREATE: Utilize a variety of materials to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.			
3	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.

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2	With prompting and support, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	With prompting and support, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	With prompting and support, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.
1	With teacher assistance, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	With teacher assistance, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.	With teacher assistance, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.
RESPOND: Verbally and/or visually describe design elements, details, subject matter, and the context of an artwork.			
3	The learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.	The learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.	The learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.
2	With prompting and support, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern),	With prompting and support, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern),	With prompting and support, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern),

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	details, subject matter, and the context of an artwork.	details, subject matter, and the context of an artwork.	details, subject matter, and the context of an artwork.
1	With teacher assistance, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.	With teacher assistance, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.	With teacher assistance, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.
Music			
	Trimester 1	Trimester 2	Trimester 3
Standard 1: Perform: Student demonstrates understanding and applies music concepts through singing, instrument playing, reading, and movement.			
3	Student independently, consistently, and accurately demonstrates a variety of developmentally appropriate musicianship skills such as singing tunefully, playing instruments, reading notation systems, and moving to music.	Student independently, consistently, and accurately demonstrates a variety of developmentally appropriate musicianship skills such as singing tunefully, playing instruments, reading notation systems, and moving to music.	Student independently, consistently, and accurately demonstrates a variety of developmentally appropriate musicianship skills such as singing tunefully, playing instruments, reading notation systems, and moving to music.

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2	Student demonstrates growth toward independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.	Student demonstrates growth toward independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.	Student demonstrates growth toward independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.
1	With guidance, student participates in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.	With guidance, student participates in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.	With guidance, student participates in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.
Standard 2: Create: Student generates and refines musical ideas such as rhythmic/melodic phrases or expressive movement.			
3	Student independently, consistently, and accurately applies targeted music concepts through improvisation, composition, or creative movement.	Student independently, consistently, and accurately applies targeted music concepts through improvisation, composition, or creative movement.	Student independently, consistently, and accurately applies targeted music concepts through improvisation, composition, or creative movement.
2	With prompting and support, student applies targeted music concepts through improvisation, composition, or creative movement.	With prompting and support, student applies targeted music concepts through improvisation, composition, or creative movement.	With prompting and support, student applies targeted music concepts through improvisation, composition, or creative movement.

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			composition, or creative movement.
1	With guidance, student engages in or experiences creative musical ideas through improvisation, composition, or creative movement.	With guidance, student engages in or experiences creative musical ideas through improvisation, composition, or creative movement.	With guidance, student engages in or experiences creative musical ideas through improvisation, composition, or creative movement.
Standard 3: Ensemble Skills: Student actively and appropriately contributes to collaborative music making and learning.			
3	Student independently and consistently performs to their highest ability, responds to feedback regarding personal performance, holds themselves accountable to enhance group success, and shows care for materials.	Student independently and consistently performs to their highest ability, responds to feedback regarding personal performance, holds themselves accountable to enhance group success, and shows care for materials.	Student independently and consistently performs to their highest ability, responds to feedback regarding personal performance, holds themselves accountable to enhance group success, and shows care for materials.
2	With prompting and support, student performs as part of an ensemble, responds to feedback regarding personal performance, contributes to group success, and shows care for materials.	With prompting and support, student performs as part of an ensemble, responds to feedback regarding personal performance, contributes to group success, and shows care for materials.	With prompting and support, student performs as part of an ensemble, responds to feedback regarding personal performance, contributes to group success, and shows care for materials.
1	With guidance, student performs as part of an ensemble.	With guidance, student performs as part of an ensemble.	With guidance, student performs as part of an ensemble.

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Physical Education			
	Trimester 1	Trimester 2	Trimester 3
Standard 1: The student can demonstrate competency in a variety of movements during physical activity.			
3	Learner can independently demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).	Learner can independently demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).	Learner can independently demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).
2	Learner can demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills) with occasional verbal cues and reminders.	Learner can demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills) with occasional verbal cues and reminders.	Learner can demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills) with occasional verbal cues and reminders.

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1	Learner needs frequent cue reminders and sometimes physical assist to demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).	Learner needs frequent cue reminders and sometimes physical assist to demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).	Learner needs frequent cue reminders and sometimes physical assist to demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).
Standard 2: The student can apply different movement concepts, strategies, and tactics related to the game to increase performance.			
3	Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.	Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.	Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.
2	Learner can move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities with occasional verbal cues and reminders.	Learner can move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities with occasional verbal cues and reminders.	Learner can move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities with occasional verbal cues and reminders.

Grade 2 Report Card Rubric - Parent Edition

1	Learner needs frequent cue reminders and sometimes physical assist to move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.	Learner needs frequent cue reminders and sometimes physical assist to move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.	Learner needs frequent cue reminders and sometimes physical assist to move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.
Standard 4: The student can display responsible personal and social behaviors that respects self and others and why it is important.			
3	Learner can independently accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment.	Learner can independently accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment.	Learner can independently accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment.
2	Learner can accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment with occasional verbal cues and reminders.	Learner can accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment with occasional verbal cues and reminders.	Learner can accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment with occasional verbal cues and reminders.

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1	Learner needs frequent reminders and verbal cues to help them to accept personal responsibility, follow classroom protocols, show confidence in their and others abilities, and show respect for self, others, and equipment.	Learner needs frequent reminders and verbal cues to help them to accept personal responsibility, follow classroom protocols, show confidence in their and others abilities, and show respect for self, others, and equipment.	Learner needs frequent reminders and verbal cues to help them to accept personal responsibility, follow classroom protocols, show confidence in their and others abilities, and show respect for self, others, and equipment.
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