Standards Based Report Card Rubric: 2nd Grade Mathematics

District SBG Rubric Scale

Sample Recording Sheet

Report Card Category	**Quarter 1** Essential Standard(s) **Parent Friendly Language*	Sample Performance Task	Assessment of Mastery		
			3-Mastery	2-Approaching	1-Developing
Number Relationships	Use objects and pictures to put together and break apart numbers in different ways (2.2A/2.2B) **Represent numbers in different ways*	Student records standard, word and expanded form for a picture model and decomposes the number 2 different ways. CLICK HERE	Student is able to represent a number with blocks in different ways; including word & expanded forms	Student is able to represent a number with blocks **in one other way**; including **standard & word form**	Student is able to **represent the number of blocks presented in a PV chart**; including **standard form**
	Use place value to compare & order numbers (2.2D) **Compare numbers*	Student records word form comparison, fills in correct symbol; places four numbers in order from least to greatest and places correct comparison symbol between numbers CLICK HERE	Student is able to use place value to compare numbers with words and symbols; Able to order numbers	Student is able to compare two numbers with words and place numbers in order	Student is able to compare numbers with **words only**; **not able to order numbers**
Geometry & Measurement	Group and sort 2D shapes (2.8C) **Group & Sort 2D shapes*	Student identifies, classifies and sorts up to 8 different shapes (with up to 12 sides) CLICK HERE	Student is able to classify and sort 2D shapes.	Student is able to classify shapes; **unable to sort them** using attributes.	Students are able to identify **only basic shapes** (squares, triangles, & rectangles, etc)

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Report Card Category	**Quarter 2** Essential Standard(s) **Parent Friendly Language*	Sample Performance Task	Assessment of Mastery		
			3	2	1
Number Relationships	Use strategies to add and subtract correctly & quickly (2.4A) **Use strategies to add/subtract*	Student answers how they solved a basic fact question. CLICK HERE *See + Running Record & - Running Record	Student is able to automatic recall on any fact	Student is able to **use mental math, use another fact like "make ten", "doubles", etc** to solve	Student uses **counting, fingers or a drawing** to solve
	Solve **2-digit** addition & subtraction **(one-step)** word problems. (2.4C) **Applies 2-Digit Add/Subtract to 1-Step Problems*	Student solves 4 problems (including addition, subtracting, w/o regrouping and with regrouping) CLICK HERE	Student is able to solve any problems involving addition and subtraction	Student is able to solve problems involving addition and subtraction but **without regrouping**	Students is able to solve problems **ONLY involving addition** or **ONLY involving subtraction**
	Solve **3-digit** addition & subtraction **(one-step)** word problems. (2.4C) **Applies 3-Digit Add/Subtract to 1-Step Problems*	Student solves 4 problems (including addition, subtracting, w/o regrouping and with regrouping) CLICK HERE	Student is able to solve problems involving addition or subtraction	Student is able to solve problems involving addition or subtraction but **without regrouping**	Students is able to solve problems **ONLY involving addition** or **ONLY involving subtraction**

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Report Card Category	**Quarter 3** Essential Standard(s) **Parent Friendly Language*	Sample Performance Task	Assessment of Mastery		
			3	2	1
Number Relationships	Use strategies to add and subtract correctly & quickly (2.4A) **Use strategies to add/subtract*	Student answers how they solved a basic fact question. CLICK HERE	Student is able to use make ten, doubles, or counting on/back to correctly & quickly solve any basic fact.	Student is able to **recall some** basic facts.	Student is able to **correctly solve** a basic fact.
	Solve **multi-step** addition & subtraction word problems. (2.4C) **Applies Add/Subtract to multi-step problems*	Student solves 3 multi-step word problems with and without regrouping CLICK HERE	Student is able to solve multi-step problems with regrouping	Student is able to solve multi-step problems but **w/o regrouping**	Students is only able to **do one step**
	Explain fraction parts and sizes (2.3B) **Explain fraction parts & sizes*	Student identifies larger size parts and fewer number of pieces; makes connection between the parts and sizes. CLICK HERE	Students is able to explain that the more/fewer the parts, the smaller/larger the size	Students is able to tell how many parts a fraction has and student is able to identify a larger or smaller size part (cannot make connection)	Students is able to identify that a fraction has a larger or smaller size part
Geometry & Measurement	Read and write time based on AM/PM activities (2.9G) **Read/write time based on AM/PM activities*	Student identifies digital and analog clocks to nearest 5-10 and 1 minute; student identifies AM and PM activities CLICK HERE	Student is able to read and write digital and analog time to minute; including identifying an activity as AM or PM	Student is **inaccurate** when reading or writing **analog time to minute**; including identifying an activity as AM or PM	Student is able to **read and write digital and analog time to nearest 5 or 10 minute only**; including identifying an activity as AM or PM
Data Analysis	Create bar and pictographs (2.10B) **Create graphs*	Student uses data from a tally chart to make a bar graph and pictograph CLICK HERE	Student is able to organize data to create a bar or pictograph using intervals of one or more	Student is able to organize data to create a bar or pictograph using only **intervals of one**	Student is able to organize data to create **only one type of graph**

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Sample Recording Sheet (3rd tab)

Report Card Category	**Quarter 4** Essential Standard(s) **Parent Friendly Language*	Sample Performance Task	Assessment of Mastery		
			3	2	1
Data Analysis	Use strategies to find the total value of coins to $1.00 (2.5A) **Counts coins to one dollar*	Student sorts (separates) and finds value of different sets of coins. CLICK HERE	Student is able to use strategies to add a collection of coins	Student is able to add **dimes, nickels and pennies only**	Student is able to sort the coins by value and determine the value of each coin
Number Relationships	Build models to represent multiplication as repeated addition (2.6A) **Build multiplication models*	Students draw pictures for different multiplication situations and connect them to repeated addition. CLICK HERE	Student is able to model, describe and create a multiplication situation	Student is able to represent a multiplication story and **connect** to repeated addition; **unable to create a situation**	Student is able to represent a **multiplication contextual story ONLY**
	Build models to represent division as repeated subtraction. (2.6B) **Build division models*	Students draw pictures for different division situations and connect them to repeated subtraction. CLICK HERE	Student is able to model, describe and create a division situation	Student is able to represent a division story and **connect** to repeated subtraction; **unable to create a situation**	Student is able to represent a **division contextual story ONLY**
Geometry & Measurement	Measure length using different rulers (2.9D) **Measures objects with rulers*	**Performance task**; student will choose a tool to measure an object with and describe the length in units	Student is able to determine the length of an object with any ruler and measure to nearest unit correctly	Student measures object but has **difficulty reading the correct measurement**	Student is able to find the length of an object **using concrete models OR begins measuring at 1 (w/o compensation)**
	Cover a space with squares to understand area (2.9F) **Models area*	**Performance task**; student will cover the surface of an object with color tiles and describe the area in units	Student is able to cover a space without gaps or overlaps and describe the total area using a number and unit	Student is able to cover a space without gaps or overlaps and describes the total area **using numbers only**	Student is able to cover a space but **has gaps or overlaps**; describes the total area by **counting the squares**