

Grading Benchmarks – Grade Two

**Reading
Literature**

1. Asks and answers questions using details from the text (RL.2.1; RL.2.2; RL.2.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student demonstrates little or no understanding of what has been read. Unable to ask r answer who, what, where, when why and how questions concerning key details in the text.	Student requires teacher prompting and support to ask or answer questions concerning key details in a literary text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.	Student independently asks and answers who, what, when, why and how questions concerning key details in a literary text.	Student independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme, in above grade level text..

2. Retells stories to include story elements (RL.2.2; RL.2.3; RL.2.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With prompting and direct questions student can: <ul style="list-style-type: none"> ● Identify some main characters or uses pronouns to refer to them ● Identify setting (where & when) ● Identify some details/events from the text ● Sequence events in a logical order when prompts are provided (B/M/E) 	With prompting and direct questions student can: <ul style="list-style-type: none"> ● Identify most main characters ● Identify setting (where & when) ● Identify most major events in a text ● Sequence the events in a logical order (B/M/E) 	With little or no prompting student can: <ul style="list-style-type: none"> ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text ● Sequence the events in a logical order (B/M/E) 	Independently the student can: <ul style="list-style-type: none"> ● Identify main characters ● Identify setting (where & when) ● Identify most important events in a text ● Sequence the events in a logical order (B/M/E) ● Infer the “Big Idea” or “Message” of a text.
2	With prompting and direct questions student can:	With prompting and direct questions student can: <ul style="list-style-type: none"> ● Identify most main characters 	With little or no prompting student can: <ul style="list-style-type: none"> ● Identify main characters 	Independently the student can: <ul style="list-style-type: none"> ● Identify main characters

	<ul style="list-style-type: none"> ● Identify some main characters or uses pronouns to refer to them ● Identify setting (where & when) ● Identify some details/events from the text ● Sequence events in a logical order when prompts are provided (B/M/E) 	<ul style="list-style-type: none"> ● Identify setting (where & when) ● Identify most major events in a text ● Sequence the events in a logical order (B/M/E) 	<ul style="list-style-type: none"> ● Identify setting (where & when) ● Identify most major events in a text ● Sequence the events in a logical order (B/M/E) 	<ul style="list-style-type: none"> ● Identify setting (where & when) ● Identify most important events in a text ● Sequence the events in a logical order (B/M/E) ● Infer the “Big Idea” or “Message” of a text.
3	<p>With prompting and direct questions student can:</p> <ul style="list-style-type: none"> ● Identify some main characters or uses pronouns to refer to them ● Identify setting (where & when) ● Identify some details/events from the text ● Sequence events in a logical order when prompts are provided (B/M/E) <p>● Identify the main idea and some details in a nonfiction text</p> <p>With support and guidance student is beginning to use some details to describe:</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Problem/Solution ● Main Idea ● Facts/details ● Cause/Effect 	<p>With prompting and direct questions student can:</p> <ul style="list-style-type: none"> ● Identify most main characters ● Identify setting (where & when) ● Identify most major events in a text ● Sequence the events in a logical order (B/M/E) <p>Student often uses some details to describe:</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Problem/Solution ● Main Idea ● Facts/details ● Cause/Effect 	<p>With little or no prompting student can:</p> <ul style="list-style-type: none"> ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text ● Sequence the events in a logical order (B/M/E) ● Identify the main idea and some details in a non-fiction text <p>Student consistently uses key details to describe:</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Problem/Solution ● Main Idea ● Facts/details ● Cause/Effect ● Theme or Author’s Purpose 	<p>Independently the student can:</p> <ul style="list-style-type: none"> ● Identify main characters ● Identify setting (where & when) ● Identify most important events in a text ● Sequence the events in a logical order (B/M/E) ● Infer the “Big Idea” or “Message” of a text. <p>Student consistently uses key details and evidence from the text to describe:</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Problem/Solution ● Main Idea ● Facts/details ● Cause and Effect ● Theme or Author’s Purpose

3. Compares and contrasts characters and events in text (RL.2.9)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<ul style="list-style-type: none"> ● Student does not use background knowledge to make connections between their own 	<ul style="list-style-type: none"> ● Student attempts to use background knowledge to make connections between their own 	<ul style="list-style-type: none"> ● Student uses background knowledge to make connections 	<ul style="list-style-type: none"> ● Student uses background knowledge to make meaningful connections between their own

	<p>lives, other books and the world.</p> <ul style="list-style-type: none"> • Student does not make inferences about characters and events using text clues and illustrations. • Student does not identify relationships between characters. 	<p>lives, other books and/or the world.</p> <ul style="list-style-type: none"> • Student makes inaccurate or incomplete inferences about characters and events using text clues and illustrations. • Student identifies basic relationships between characters 	<p>between their own lives, other books and the world.</p> <ul style="list-style-type: none"> • Student makes inferences about characters and events using text clues and illustrations. • Student identifies relationships between characters 	<p>lives, other books and the world.</p> <ul style="list-style-type: none"> • Student makes sophisticated inferences about characters and events using text clues and illustrations. • Student identifies and draws conclusions from relationships between characters
2	<ul style="list-style-type: none"> • Student does not make text-self to text-to-world connections using background knowledge. • Student makes inaccurate or incomplete inferences about characters and events using text clues and illustrations. • Student identifies basic relationships between characters 	<ul style="list-style-type: none"> • With prompting and support, student: • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes some inferences about characters and events using text clues and illustrations. • Identifies relationships between characters 	<ul style="list-style-type: none"> • Student consistently: • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes some inferences about characters and events using text clues and illustrations. • Identifies relationships between characters 	<ul style="list-style-type: none"> • In above grade level text, student independently: • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes inferences about characters and events using text clues and illustrations. • Identifies relationships between characters
3	<ul style="list-style-type: none"> • Student is unable to compare and/or contrast two or more characters or events in text. • Student is unable to use details from the text and illustrations to make connections to the characters, events and setting of a story. • Student cannot consider how the story would change with different endings and setting. 	<ul style="list-style-type: none"> • With prompting and support, student is beginning to compare and/or contrast two or more characters or events in text. • Student is beginning to use details from the text and illustrations to make connections to the characters, events and setting of a story. • Student attempt to consider how the story would change with different endings and setting. 	<ul style="list-style-type: none"> • Student consistently compares and/or contrasts two or more characters or events in text. • Student uses details from the text and illustrations to make connections • Student considers how the story would change with different endings and setting. 	<ul style="list-style-type: none"> • In above grade level text, student: • Independently, student consistently compares and/or contrasts two or more characters or events in text. • Student makes sophisticated inferences about characters and events using text clues and illustrations. • Student develops unique and creative alternate endings and settings.

Informational Text

1. Asks and answers questions using evidence from the text (RI.2.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student demonstrates little or no understanding of what has been read. Unable to ask or answer who, what, where, when why and how questions concerning key details in the text.	Student requires teacher prompting and support to ask or answer questions concerning key details in an informational text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.	Student independently asks and answers who, what, when, why and how questions concerning key details in an informational text.	Student independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme.

2. Determines the main idea of the text (RI.2.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student demonstrates little or no understanding of the main purpose of a given text, or the purpose of reading a given text.	Student requires teacher prompting or support to identify the main topic of an informational text, including what the author wants to answer, explain or describe.	Student independently identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. Describes how reasons support specific points an author makes in a text.	In above grade level text, Student independently identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. Describes how reasons support specific points an author makes in a text.

3. Uses text features to locate key information (i.e., captions, bold print, index) (RI.2.5; RI.2.7)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> • Student is unable to differentiate between fiction and non-fiction text. • Student rarely identifies text features. 	<ul style="list-style-type: none"> • Student is beginning to differentiate between fiction and non-fiction text. • Student is beginning to identify and understand how text 	<ul style="list-style-type: none"> • Student consistently differentiates between fiction and non-fiction text. • Student consistently identifies and understands how text 	<ul style="list-style-type: none"> • Student is differentiating between fiction and non-fiction text, using text features to gain information.

	<ul style="list-style-type: none"> Limited or no understanding of how images and text features contribute to and clarify text. 	<p>features are used to make meaning.</p> <ul style="list-style-type: none"> Requires teacher prompting and support to know and use text features to locate key facts, Explains how specific images contribute to and clarify text. 	<p>features are used to make meaning (including captions, bold print, illustrations, charts and graphs).</p> <ul style="list-style-type: none"> Independently knows and uses text feature to locate key facts. Explains how specific images contribute to and clarify text. 	<ul style="list-style-type: none"> Unprompted, student references (verbal or written) text features to explain meaning of the text. Independently integrates informational images and text to draw conclusions.
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4. Compares and contrasts points presented by two texts on the same topic (RI.2.9)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student is unable or rarely able to compare or contrast two topics or stories.	Student requires teacher prompting and support to compare and contrast two topics or stories.	Student independently compares and contrasts two topics or stories using grade level text.	Student independently compares and contrasts two topics or stories using above grade level text.

Foundational Skills

1. Knows and applies grade-level phonics and word analysis skills in decoding words. (RF.2.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
All	<p>Student is unable to:</p> <ul style="list-style-type: none"> Knows spelling-sound correspondences for common vowel teams. Applies word analysis skills when decoding words. Decodes regularly spelled two-syllable words with long vowels. Decodes words with common prefixes and suffixes. Identifies words with inconsistent but common 	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> Knows spelling-sound correspondences for common vowel teams. Applies word analysis skills when decoding words. Decodes regularly spelled two-syllable words with long vowels. Decodes words with common prefixes and suffixes. Identifies words with inconsistent but common 	<p>Student consistently:</p> <ul style="list-style-type: none"> Knows spelling-sound correspondences for common vowel teams. Applies word analysis skills when decoding words. Decodes regularly spelled two-syllable words with long vowels. Decodes words with common prefixes and suffixes. Identifies words with inconsistent but common 	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> Knows and applies above grade-level phonics and word analysis skills in decoding and encoding words. Identifies and knows the meaning of the most common prefixes and derivational suffixes. Decodes words with common Latin suffixes. Decodes multisyllable words.

	spelling-sound correspondences. <ul style="list-style-type: none"> Recognizes and read grade-appropriate irregularly spelled words. 	spelling-sound correspondences. <ul style="list-style-type: none"> Recognizes and read grade-appropriate irregularly spelled words. 	spelling-sound correspondences. <ul style="list-style-type: none"> Recognizes and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> Reads above grade level irregularly spelled words.
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2. Reads at grade level (RL.2.10; RI.2.10; RF.2.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is reading below F&P Instructional Level J	Student is reading at F&P Instructional Level J	Student is reading at F&P Instructional Level K	Student is reading at F&P Instructional Level L or higher
2	Student is reading below F&P Instructional Level K	Student is reading at F&P Instructional Level K	Student is reading at F&P Instructional Level L	Student is reading at F&P Instructional Level M or higher
3	Student is reading below F&P Instructional Level L	Student is reading at F&P Instructional Level L	Student is reading at F&P Instructional Level M	Student is reading at F&P Instructional Level N or higher

Writing

1. Generates ideas for writing and extends work over time (W.2.1; W.2.2; W.2.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student does not or rarely: <ul style="list-style-type: none"> Plans for writing Generate writing topics. Cycle through the writing process independently. Tells a story from a picture. Focuses on the topic or story. Includes details or details which support the topic. 	Student sometimes: <ul style="list-style-type: none"> Plans for writing Generates writing topics with some resistance. With teacher assistance, cycles through the writing process, finishing and starting new pieces. Creates oral or written text to accompany pictures. Focuses on the topic or story. 	Student consistently: <ul style="list-style-type: none"> Plans for writing Generates writing topics without resistance. Cycles through the writing process, finishing and starting new pieces independently. Creates coherent oral and/or written text to accompany pictures. Focuses on the topic or story. 	Student independently and consistently: <ul style="list-style-type: none"> Plans for writing Generates several topics based on a single prompt. Cycles through the writing process, finishing and starting new pieces independently. Creates coherent oral and/or written text to accompany pictures.

	<ul style="list-style-type: none"> • Does not elaborate; writing is simple and vague. • Does not incorporate strategies learned by incorporating mentor texts. (Unable to transfer the learning). 	<ul style="list-style-type: none"> • Includes details or details which support the topic. • Has purpose for adding onto text (details, descriptions, and dialogue, events) with difficulty. • Reads work by other authors and notices what these authors have done to make their writing effective, but needs reminders from the teacher. 	<ul style="list-style-type: none"> • Includes details that support the topic. • Includes details that are organized with transitions in a logical sequence. • Has purpose for adding onto text (details, descriptions, and dialogue, events) with support. • Reads work by other authors and notices what these authors have done to make their writing effective, but needs some support from the teacher. 	<ul style="list-style-type: none"> • Focuses on the topic or story. • Includes details that support the topic. • Includes details that are organized with transitions in a logical sequence. • Has purpose for adding onto text (details, descriptions, and dialogue, events). • Reads work by other authors and notices what these authors have done to make their writing effective.
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2. Demonstrates the ability to revise and edit (W.2.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student does not or rarely: <ul style="list-style-type: none"> • re-reads own writing • self-edits to make corrections • adds details to writing based on questions and suggestions • works with a partner to discuss writing 	With guidance and support, the student <ul style="list-style-type: none"> • re-reads own writing • self-edits to make corrections • adds details to writing based on questions and suggestions • works with a partner, but needs constant reminders as to how to conduct a conference. 	Student consistently: <ul style="list-style-type: none"> • re-reads own writing • self-edits to make corrections • adds details to writing based on questions and suggestions • revises own writing to clarify and enhance writing. • Works with a partner to conference about writing 	Student consistently and independently: <ul style="list-style-type: none"> • re-reads own writing • self-edits to correct all errors. • adds details to writing • revises to clarify and enhance writing. • Works with multiple partners to conference about writing

3. Understands and uses the conventions of writing: punctuation, capitalization, and legibility (L.2.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>Student rarely applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, “I”. • Question marks, periods, exclamation points. • Commas to separate day from year in dates. <p>Writing may be illegible due to improper formation of letters and incorrect spacing.</p>	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, “I”. • Question marks, periods, exclamation points. • Commas to separate day from year in dates. <p>Writing may be illegible due to improper formation of letters and incorrect spacing.</p>	<p>Student applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, “I”. • Question marks, periods, exclamation points. • Commas to separate day from year in dates. <p>Writing is neat, legible and easy to read.</p>	<p>Student consistently applies above grade-level mechanics of capitalization and punctuation. For example, proper use of quotation marks and plural possessives.</p>
2	<p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester plus:</p> <ul style="list-style-type: none"> • Commas when listing. 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester plus:</p> <ul style="list-style-type: none"> • Commas when listing. 	<p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester plus:</p> <ul style="list-style-type: none"> • Commas when listing and in greetings and closings of letters. 	<p>Student consistently applies above grade-level mechanics of capitalization and punctuation. For example, proper use of quotation marks and plural possessives.</p>
3	<p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions. • Student rarely writes individual letters and name in cursive. 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions. • Student is able to write name and most individual letters in cursive. • 	<p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions and frequently occurring possessives. • Student is able to write name and individual letters in cursive. 	<p>Student consistently applies above grade-level mechanics of capitalization and punctuation. For example, proper use of quotation marks and plural possessives.</p>

5. Publishes a writing piece with the structure and characteristics of a particular genre (opinion, informational and narrative to match purpose & audience) (W.2.1; W.2.2; W.2.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With support and guidance, the student is beginning to produce writing that <ul style="list-style-type: none"> ● focuses on a topic and is beginning to support a main idea with some details. ● begins to convey a clear message with a logical sequence. 	With support and guidance, the student produces writing that <ul style="list-style-type: none"> ● focuses on a topic and support a main idea with some details. ● conveys a clear message with a logical sequence ● begins to display evidence of an author’s voice. 	Student consistently produces writing that <ul style="list-style-type: none"> ● focuses on a topic and supports a main idea with some details. ● conveys a clear message with a logical sequence. ● displays evidence of an author’s voice. 	Student consistently produces writing that <ul style="list-style-type: none"> ● focuses on a topic and supports a main idea with some details. ● uses interesting and descriptive language to convey a clear message with a logical sequence. ● displays a strong evidence of an author’s voice.
2	With support and guidance, the student is beginning to produce writing that: <ul style="list-style-type: none"> ● focuses on a topic or opinion and is beginning to support a main idea with some details or evidence. ● begins to convey a clear message with a logical sequence. 	With support and guidance, the student produces writing that: <ul style="list-style-type: none"> ● focuses on a topic or an opinion and supports a main idea with some details or evidence. ● conveys a clear message with a logical sequence ● begins to display evidence of an author’s voice 	Student consistently produces writing that: <ul style="list-style-type: none"> ● focuses on a topic or an opinion and supports a main idea with some details or evidence. ● conveys a clear message with a logical sequence. ● displays evidence of an author’s voice 	Student consistently produces writing that: <ul style="list-style-type: none"> ● focuses on a topic or an opinion and supports a main idea with some details or evidence. ● uses precise, interesting, and descriptive language to convey a clear message with a logical sequence. ● displays a strong evidence of an author’s voice
3	With support and guidance, the student is beginning to produce writing that: <ul style="list-style-type: none"> ● focuses on a topic or opinion and is beginning to support a main idea with some details or evidence. ● begins to convey a clear message with a logical sequence. 	With support and guidance, the student produces writing that <ul style="list-style-type: none"> ● focuses on a topic or an opinion and supports a main idea with some details or evidence. ● conveys a clear message with a logical sequence ● begins to display evidence of an author’s voice. 	Student consistently produces writing that <ul style="list-style-type: none"> ● focuses on a topic or an opinion and supports a main idea with some details or evidence. ● conveys a clear message with a logical sequence. ● displays evidence of an author’s voice 	Student consistently produces writing that <ul style="list-style-type: none"> ● focuses on a topic or an opinion and supports a main idea with some details or evidence. ● uses precise, interesting, and descriptive language to convey a clear message with a logical sequence. ● The writing displays a strong evidence of an author’s voice

Language

1. Demonstrates grade level command of English grammar and usage (L.2.1; L.2.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student rarely applies grade level grammar and usage including: <ul style="list-style-type: none"> • Produce complete sentences • Collective nouns to describe groups. 	Student is beginning to apply grade level grammar and usage including: <ul style="list-style-type: none"> • Produce complete sentences. • Collective nouns to describe groups. 	Student consistently applies grade level grammar and usage including: <ul style="list-style-type: none"> • Produce complete sentences. • Collective nouns to describe groups. 	Student consistently applies above grade level conventions of grammar and usage.
2	Student rarely applies grade level grammar and usage as listed in the 1 st Trimester, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns. 	Student is beginning to apply grade level grammar and usage as listed in the 1 st Trimester, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns. 	Student applies grade level grammar and usage as listed in the 1 st Trimester, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns. 	Student consistently applies above grade level conventions of grammar and usage.
3	Student rarely applies grade level grammar and usage as listed in the 1 st and 2 nd Trimesters, plus: <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. simple sentences. • Past tense irregular verbs. 	Student is beginning to apply grade level grammar and usage as listed in the 1 st and 2 nd Trimesters, plus: <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. simple sentences. • Past tense irregular verbs. 	Student applies grade level grammar and usage as listed in the 1 st and 2 nd Trimesters, plus: <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. simple sentences. • Past tense irregular verbs. 	Student consistently applies above grade level conventions of grammar and usage.

2. Acquires and uses grade-level appropriate vocabulary (L.2.4; L.2.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With guidance and support, the student is beginning to recognize and understand grade level appropriate vocabulary words	<ul style="list-style-type: none"> • Student often recognizes and understands grade level appropriate vocabulary words through direct instruction, 	<ul style="list-style-type: none"> • Student consistently recognizes and understands grade level appropriate vocabulary words through direct instruction, 	<ul style="list-style-type: none"> • Student consistently and independently recognizes and applies above - grade level vocabulary words..

	<p>through direct instruction, concrete experiences, reading, and listening to text read aloud.</p> <ul style="list-style-type: none"> • Student is beginning to use sentence-level context, knowledge of prefixes and root words to determine the meaning of words and phrases. • Unable to read learned vocabulary consistently. Little or no understanding of the words. 	<p>concrete experiences, reading, and listening to text read aloud.</p> <ul style="list-style-type: none"> • Student sometimes uses sentence-level context, knowledge of prefixes and root words to determine the meaning of words and phrases. • Reads learned vocabulary accurately. Limited or inconsistent understanding of those words. 	<p>concrete experiences, reading, and listening to text read aloud.</p> <ul style="list-style-type: none"> • Student consistently uses sentence-level context, knowledge of prefixes and root words to determine the meaning of words and phrases. • Reads learned vocabulary accurately and understands the meaning of those words. 	<ul style="list-style-type: none"> • Reads learned vocabulary accurately and understands the meaning of those words. Uses untaught strategies to determine the meaning of new words.
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3. Learns and applies word study skills and strategies (phonics and spelling) to written work (RF.2.1)

Trimester	Needs Support	Approaching Standards	Meets Standard	Exceeds Standards
ALL	<ul style="list-style-type: none"> • Displays partial mastery of weekly spelling tests • Numerous spelling errors that detract from meaning • Does not spell high frequency words correctly • Does not attempt to spell untaught words through application of phonic skills and spelling strategies 	<ul style="list-style-type: none"> • Display partial mastery of weekly spelling tests • Patterns of spelling errors that begin to interfere with meaning • Attempts to spell high frequency words correctly • Attempts to spell untaught words with lack of phonemic awareness and spelling strategies 	<ul style="list-style-type: none"> • Consistently masters weekly spelling tests with 90% -95% accuracy • Applies spelling patterns; some errors do not interfere with meaning • Spells most high frequency words correctly • Attempts to spell untaught words phonetically 	<ul style="list-style-type: none"> • Consistently masters weekly spelling tests with 100% accuracy • Transfers spelling patterns; few errors do not interfere with meaning & attempts to use spelling patterns for complex words • Spells high frequency words correctly • Spells untaught words phonetically with minimal errors

Art

1. Demonstrates Understanding of skills & concepts

(Art Elements: Introduction and exploration of line, shape, texture, form and color. **Materials and Tools:** Exploration and use. **Creativity and originality)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> • Student is not able to understand and effectively use lines, texture, shape, forms and colors. • Student does not explore available materials with appropriate care and use. • Student does not demonstrate original ideas. 	<ul style="list-style-type: none"> • Student is beginning to understand and effectively use lines, texture, shapes, forms and colors. • Student is beginning to explore available materials with appropriate care and use. • Student is beginning to demonstrate original ideas. 	<ul style="list-style-type: none"> • Student understands and effectively uses lines, texture, shapes, forms and colors. • Student explores available materials with appropriate care and use. • Student demonstrates original ideas. 	<ul style="list-style-type: none"> • Student consistently understands and effectively uses lines, texture, shapes, forms and colors. • Student consistently explores available materials with appropriate care and use. • Student consistently demonstrates original ideas.

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class 	Student consistently: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Music

1. Demonstrates Understanding of skills & concepts (Singing/Melody; Beat/Rhythm; Expression)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student is not able to:	Student is beginning to:	Student:	Student consistently:

<ul style="list-style-type: none"> • Sing on pitch with proper vocal placement or use solfege syllables • Decode, perform and create rhythms • Use appropriate musical expressive qualities in music 	<ul style="list-style-type: none"> • Sing on pitch with proper vocal placement or use solfege syllables • Decode, perform and create rhythms • Use appropriate musical expressive qualities in music 	<ul style="list-style-type: none"> • Sings on pitch with proper vocal placement and uses solfege syllables • Decodes, performs and creates rhythms • Uses appropriate musical expressive qualities in music 	<ul style="list-style-type: none"> • Sings on pitch with proper vocal placement and uses solfege syllables • Decodes, performs and creates rhythms • Uses appropriate musical expressive qualities in music
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2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class 	Student consistently: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Media Arts/Technology

1. Demonstrates Understanding of skills & concepts

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> • Student rarely returns library books on time; has difficulty understanding library and technology terminology when used by the teacher; cannot identify specific keys on a keyboard and cannot name ways to use the internet safely 	<ul style="list-style-type: none"> • Student occasionally returns library books on time; is beginning to understand library and technology terminology when used by the teacher and is beginning to learn ways to use the internet safely. 	<ul style="list-style-type: none"> • Student frequently returns library books on time; understands terminology during instruction and can name ways to use the internet safely. • Student can touch type, makes attempts to use the OPAC, 	<ul style="list-style-type: none"> • Student consistently returns library books on time; uses terminology correctly and practices internet safety and digital citizenship. • Student types carefully; uses basic elements of OPAC, books, desktop publishing

<ul style="list-style-type: none"> • Student is unfamiliar with the keyboard and lacks basic understanding of OPAC, books, desktop publishing programs, databases and virtual environments. • Student does not demonstrate understanding of creation of media products. 	<ul style="list-style-type: none"> • Student can identify specific keys on a keyboard; is learning how to use the OPAC, books, desktop publishing program, databases and virtual environments. • Student attempts to create media products. 	<p>books, desktop publishing programs, databases and virtual environments.</p> <ul style="list-style-type: none"> • Student completes media products as instructed. 	<p>programs, databases and virtual environments.</p> <ul style="list-style-type: none"> • Student consistently applies skills and original ideas in the creation of media products.
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2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	<p>Student usually:</p> <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Mathematics

Operations and Algebraic Thinking

1. Adds whole numbers within 20 fluently (2.OA.B.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to fluently add within 20 using manipulatives (number line, touch math, fingers).	Student requires teacher prompting and support to fluently add within 20 using manipulatives (number line, touch math, fingers).	Student fluently adds within 20 with manipulatives (number line, touch math, fingers).	Student consistently and independently uses strategies to demonstrate fluency of addition within 20.
2	Student is unable to fluently add within 20 without using manipulatives. Little or no	Student requires teacher prompting and support to fluently add within 20 using mental math strategies	Student consistently and independently uses mental math strategies to demonstrate fluency of addition facts within 20.	Student consistently and independently uses mental strategies to demonstrate fluency of addition facts beyond 20.

	evidence of mental math strategies.			
3	Student is unable to fluently add within 20 without using manipulatives. Little or no evidence of mental math strategies.	Student requires teacher prompting and support to fluently add within 20 using mental math strategies	Student consistently and independently uses mental math strategies to demonstrate fluency of addition facts within 20.	Student consistently and independently uses mental strategies to demonstrate fluency of addition facts beyond 20.

2. Subtracts whole numbers within 20 fluently (2.OA.B.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to fluently subtract within 20 using manipulatives (number line, touch math, fingers).	Student requires teacher prompting and support to fluently subtract within 20 using manipulatives (number line, touch math, fingers).	Student fluently subtracts within 20 with manipulatives (number line, touch math, fingers).	Student consistently and independently uses strategies to demonstrate fluency of subtraction within 20.
2	Student is unable to fluently subtract within 20 without using manipulatives. Little or no evidence of mental math strategies.	Student requires teacher prompting and support to fluently subtract within 20 using mental math strategies	Student consistently and independently uses mental math strategies to demonstrate fluency of subtraction facts within 20.	Student consistently and independently uses mental strategies to demonstrate fluency of subtraction facts beyond 20.
3	Student is unable to fluently subtract within 20 without using manipulatives. Little or no evidence of mental math strategies.	Student requires teacher prompting and support to fluently subtract within 20 using mental math strategies	Student consistently and independently uses mental math strategies to demonstrate fluency of subtraction facts within 20.	Student consistently and independently uses mental strategies to demonstrate fluency of subtraction facts beyond 20.

3. Demonstrates foundations of multiplication (2.OA.C.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to: <ul style="list-style-type: none"> Determine whether a group of objects (up to 20) has an odd or even number. 	Student requires teacher prompting and support to: <ul style="list-style-type: none"> Determine whether a group of objects (up to 20) has an odd or even number. 	Student consistently: <ul style="list-style-type: none"> Determine whether a group of objects (up to 20) has an odd or even number. 	Student consistently and independently: <ul style="list-style-type: none"> Determines whether a group of objects (beyond 20) has an odd or even number

	<ul style="list-style-type: none"> Write an equation to represent an even number as the sum of two equal addends. 	<ul style="list-style-type: none"> Write an equation to represent an even number as the sum of two equal addends. 	<ul style="list-style-type: none"> Write an equation to represent an even number as the sum of two equal addends. 	<ul style="list-style-type: none"> Writes an equation to represent an even number as the sum of two equal addends.
2	<p>Student is unable to:</p> <ul style="list-style-type: none"> Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends. 	<p>Student can sometimes:</p> <ul style="list-style-type: none"> Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends. Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number. 	<p>Student can consistently:</p> <ul style="list-style-type: none"> Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends. Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number. 	<p>Student can independently and consistently:</p> <ul style="list-style-type: none"> Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends. Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number
3	<p>Student is unable to:</p> <ul style="list-style-type: none"> Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends. Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number. 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends. Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number. 	<p>Student can consistently and independently:</p> <ul style="list-style-type: none"> Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends. Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number. 	<p>Student meets all the criteria of Meets Standard and can also do at least two of the following:</p> <ul style="list-style-type: none"> Create arrays and write two equations (by rows and by columns) to represent the rectangular array. Rotate the array 90 degrees and write two more equations. Explain how the arrays are different, but still the same.

			• Create arrays and write an equation to represent the array.	
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4. Solves word problems using addition and subtraction within 100 (2.OA.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of solving one step word problems within 100 and solving for unknowns.	Student requires teacher prompting and support to use addition and subtraction within 100 to solve one step word problems and solves problems with unknowns in all positions.	Student consistently and independently uses addition and subtraction within 100 to solve one step word problems and solves problems with unknowns in all positions	Meets all of the criteria for Meets Standards and creates one step word problems and writes equations.
2	Student demonstrates little or no understanding of solving two step word problems within 100 and solving for unknowns.	Student requires teacher prompting and support to use addition and subtraction within 100 to solve two step word problems and solves problems with unknowns in all positions.	Student consistently and independently uses addition and subtraction within 100 to solve two step word problems and solves problems with unknowns in all positions	Meets all of the criteria for Meets Standards and creates two step word problems and writes equations with unknowns in all positions.
3	Student demonstrates little or no understanding of solving two step word problems within 100 and solving for unknowns.	Student requires teacher prompting and support to use addition and subtraction within 100 to solve two step word problems and solves problems with unknowns in all positions.	Student consistently and independently uses addition and subtraction within 100 to solve two step word problems and solves problems with unknowns in all positions	Meets all of the criteria for Meets Standards and creates two step word problems and writes equations with unknowns in all positions.

Numbers and Operations in Base Ten

1. Understands place value (2.NBT.A.1.; 2.NBT.A. 3.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support, the student is beginning to: • group 10 tens to a 100	Sometimes: • groups 10 tens to a 100 • bundles 100s to show 300, 400, 500...	Consistently: • groups 10 tens to a 100 • bundles 100s to show 300, 400, 500...	Student independently and consistently meets the criteria for Meets Expectations plus: groups 10 hundreds to a 1,000

	<ul style="list-style-type: none"> ● bundle 100s to show 300, 400, 500... ● Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. 	<ul style="list-style-type: none"> ● Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. 	<ul style="list-style-type: none"> ● Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. 	<ul style="list-style-type: none"> ● bundles 100s to show 1,000, 2,000, 3,000... ● Reads, write and represent numbers to 10,000 using base – ten materials, expanded form, numeral form, and number name form.
2	<p>With guidance and support, the student is beginning to:</p> <ul style="list-style-type: none"> ● group 10 hundreds to a 1,000 ● bundle 100s to show 1,000 ● Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and/or number name form. 	<p>Sometimes:</p> <ul style="list-style-type: none"> ● groups 10 hundreds to a 1,000 ● Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. 	<p>Consistently:</p> <ul style="list-style-type: none"> ● groups 10 hundreds to a 1,000 ● bundles 100s to show 1,000 ● Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. 	<p>Student independently and consistently meets the criteria for Meets Expectations plus:</p> <ul style="list-style-type: none"> ● bundles 100s to show 1,000, 2,000, 3,000... ● Explains the concepts using formal mathematical language.
3	NOT ASSESSED AT THIS TIME			

2. Skip counts by 5s, 10s, and 100s within 1000 (2.NBT.A.2.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Recognizes and writes whole numbers to 500 including skip counting by 5’s, 10’s, and 100’s.	Recognizes and writes whole numbers to 500 including skip counting by 5’s, 10’s, 25’s and 100’s.	Recognizes and writes whole numbers to 500 including skip counting by 2’s, 5’s, 10’s, 25’s, and 100’s.	Recognizes and writes whole numbers to 1000 including skip counting by 2’s, 5’s, 10’s, 25s, and 100’s.
3	Recognizes and writes whole numbers to 500 including skip counting by 2’s, 5’s, 10’s, and 100’s.	Recognizes and writes whole numbers to 500 including skip counting by 2’s, 5’s, 10’s, 25’s and 100’s.	Recognizes and writes whole numbers to 1000 including skip counting by 2’s, 5’s, 10’s, 25’s, and 100’s.	Recognizes and writes whole numbers to 10,000 including skip counting by 2’s, 5’s, 10’s, 25s, 100’s, and 1000’s.

3. Uses place value understanding and properties of operations to add and subtract (2.NBT.B.5.; 2.NBT.B.6.; 2.NBT.B.7; 2.NBT.B.8.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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<p>1</p>	<p>With guidance and support, the student is beginning to:</p> <ul style="list-style-type: none"> • Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add within 100. • Add up to four two-digit numbers based on place value and properties of operations. • Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000) 	<p>Sometimes:</p> <ul style="list-style-type: none"> • Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add within 100. • Add up to four two-digit numbers based on place value and properties of operations. • Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000). 	<p>Consistently:</p> <ul style="list-style-type: none"> • Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add within 100. • Add up to four two-digit numbers based on place value and properties of operations. • Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000). 	<p>Consistently and independently meets all the criteria of Meets Standards plus:</p> <ul style="list-style-type: none"> • Adds within 100 with explanation • Adds and subtracts within 1000. • Counts within 10,000
<p>2</p>	<p>With guidance and support, the student is beginning to:</p> <ul style="list-style-type: none"> • Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 100. • Add up to four two-digit numbers based on place value and properties of operations. • Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000) 	<p>Sometimes:</p> <ul style="list-style-type: none"> • Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 100. • Add up to four two-digit numbers based on place value and properties of operations. • Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000). 	<p>Consistently:</p> <ul style="list-style-type: none"> • Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 100. • Add up to four two-digit numbers based on place value and properties of operations. • Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000). 	<p>Consistently and independently meets all the criteria of Meets Standards plus:</p> <ul style="list-style-type: none"> • Adds and subtracts within 100 with explanation • Adds and subtracts within 1000. • Counts within 10,000
<p>3</p>	<p>With guidance and support, the student is beginning to:</p> <ul style="list-style-type: none"> • Use a variety of strategies (place value, properties of operation, 	<p>Sometimes:</p> <ul style="list-style-type: none"> • Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and 	<p>Consistently:</p> <ul style="list-style-type: none"> • Use a variety of strategies (place value, properties of operation, and/or the relationship between 	<p>Consistently and independently meets all the criteria of Meets Standards plus:</p>

	<p>and/or the relationship between addition and subtraction) to accurately add and subtract within 1000 with explanation.</p> <ul style="list-style-type: none"> ● Add up to four two-digit numbers based on place value and properties of operations. ● Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000) 	<p>subtraction) to accurately add and subtract within 1000 with explanation.</p> <ul style="list-style-type: none"> ● Add up to four two digit numbers based on place value and properties of operations. ● Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000). 	<p>addition and subtraction) to accurately add and subtract within 1000 with explanation.</p> <ul style="list-style-type: none"> ● Add up to four two-digit numbers based on place value and properties of operations. ● Count within 1000 by 1s, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000) 	<ul style="list-style-type: none"> ● Adds and subtracts within 1,000 with explanations. ● Counts within 10,000
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4. Uses symbols to compare numbers (<, >, =) (2.NBT.A.4.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student is unable to compare two three-digit numbers within 200 based on hundreds, tens, and ones using <, >, and =.	Student requires teacher prompting and support to compare two three-digit numbers within 200 based on hundreds, tens, and ones using <, >, and =.	Student consistently and independently compares two three-digit numbers within 200 based on hundreds, tens, and ones using <, >, and =.	Student consistently and independently compares two or more four-digit numbers based on thousands, hundreds, tens and ones using <, ., and =.
3	Student is unable to compare two three-digit numbers within 999 based on hundreds, tens, and ones using <, >, and =.	Student requires teacher prompting and support to compare two three-digit numbers within 999 based on hundreds, tens, and ones using <, >, and =.	Student consistently and independently compares two three-digit numbers within 999 based on hundreds, tens, and ones using <, >, and =.	Student consistently and independently compares two or more four -digit numbers with 999 based on thousands, hundreds, tens and ones using <, ., and =.

Measurement and Data

1. Measures and estimates lengths (2.MD.A.1.; 2.MD.A.2.; 2.MD.A.3.; 2.MD.A.4.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			

2	NOT ASSESSED AT THIS TIME			
3	<p>Student is unable to:</p> <ul style="list-style-type: none"> Estimate or measure lengths of objects using appropriate tools (inches, centimeters, feet, and meters) Compare measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen. Compare lengths of two objects and determine how much longer one object is than another using the same standard of measure. 	<p>Student is sometimes able to:</p> <ul style="list-style-type: none"> Estimate or measure lengths of objects using appropriate tools (inches, centimeters, feet, and meters) Compare measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen. Compare lengths of two objects and determine how much longer one object is than another using the same standard of measure. 	<p>Student consistently:</p> <ul style="list-style-type: none"> Estimates or measures lengths of objects using appropriate tools (inches, centimeters, feet, and meters) Compares measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen. Compares lengths of two objects and determine how much longer one object is than another using the same standard of measure. 	<p>Meets all of the criteria of Meets Standards and extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills /strategies accurately that have not yet been taught in class.</p>

2. Tells and writes time (digital/analog) to nearest five minutes (2MD.B.7.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
2	Limited ability to tell time.	Tells and writes time to the hour, half hour, and quarter hour.	Tells and writes time in hour, half, quarter hours and five minute intervals.	<ul style="list-style-type: none"> Tells and writes time to the nearest minute. Applies telling time in real life situations. Identifies a.m. and p.m.

3. Solves word problems involving money values (2.MD.C.8.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Is unable to count, compare and make change using collections of mixed coins up to \$0.75.	Inconsistently counts, compares, and makes change using collections of mixed coins up to \$1.00.	Counts, compares, and makes change using a collection of mixed coins up to \$1.00.	Counts, compares, and makes change using a collection of mixed coins/bills and solves related word problems.

3	Is unable to count, compare and make change using collections of mixed coins up to \$1.00	Counts, compares, and makes change using a collection of mixed coins/bills.	Counts, compares, and makes change using a collection of mixed coins/bills and solves related word problems.	Counts, compares, and makes change using a collection of mixed coins/bills and solves multi-step word problems.
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4. Develops and interprets data (2.MD.D.9.; 2.MD.D.10.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Is unable to interpret, construct, and draw conclusions from bar graphs, pictographs, and tally charts.	Inconsistently interprets, constructs, and draws conclusions from bar graphs, frequency table, and line plots.	<ul style="list-style-type: none"> • Uses given data to create a bar graph, frequency table and line plot. • Uses graphs to answer questions and draw conclusions. • Finds the mode and median of a data set. 	<ul style="list-style-type: none"> • Consistently interprets constructs, and draws conclusions. • Can translate information from one type of display to another and justifies the best way to organize data. • Uses graphs to answer questions and draw conclusions.

Geometry

1. Describes, compares and classifies shapes by properties and attributes (2.G.A.1.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student is unable or rarely able to: <ul style="list-style-type: none"> • draw shapes given specified attributes. • describe, classify and analyze the attributes of 2- and 3- dimensional objects. 	Student can sometimes: <ul style="list-style-type: none"> • draw shapes given specified attributes. • describe, classify and analyze the attributes of 2- and 3- dimensional objects. 	Student can consistently: <ul style="list-style-type: none"> • Draw shapes given specified attributes • describe, classify and analyze the attributes of 2- and 3- dimensional objects. 	Student consistently and independently meets the criteria for Meets Expectations plus: <ul style="list-style-type: none"> • Student can consistently and independently: describe, classify and

<ul style="list-style-type: none"> Combine shapes to make new shapes Decompose shapes into other shapes Demonstrate that shapes in the plane can be translated, rotated or reflected across a line of symmetry 	<ul style="list-style-type: none"> Combine shapes to make new shapes Decompose shapes into other shapes Demonstrate that shapes in the plane can be translated, rotated or reflected across a line of symmetry 	<ul style="list-style-type: none"> Combine shapes to make new shapes Decompose shapes into other shapes Demonstrate that shapes in the plane can be translated, rotated or reflected across a line of symmetry 	<ul style="list-style-type: none"> analyze the attributes of 2- and 3- dimensional objects. Student can deconstruct a given shape to recreate a new shape.
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2. Partitions circles and rectangles into equal shares (up to 4 parts) (2.G.A.2.; 2G.A.3.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Does not demonstrate the ability to divide shapes into fractional parts and to name those parts.	<ul style="list-style-type: none"> Demonstrates inconsistent accuracy when using shapes to show fractional parts. Needs support and/or multiple tries to succeed at the tasks. May need support with naming fractional parts. 	<ul style="list-style-type: none"> Consistently partitions shapes into equal parts Uses appropriate language (halves, thirds, quarters) to describe those parts. Recognizes that equal parts do not necessarily have the same shape. 	Partitions shapes into halves, quarters, and thirds making the connections that $\frac{1}{2} + \frac{1}{2} = 1$, $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$, $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$

3. Uses models and pictures to represent fractions (2.G.A.2.;2.G.A.3.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student does not understand that a fraction describes a division of a whole into equal parts.	Student sometimes understands that a fraction describes a division of a whole into equal parts.	Student understands that a fraction describes a division of whole into equal parts.	Student is able to consistently compare and order fractions.

Mathematical Practices

- Makes sense of problems and perseveres in solving them

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	When given a problem, student is unable to: <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. 	When given a problem, student, with prompting and support, is sometimes able to: <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. 	When given a problem, student is consistently able to: <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. 	When given a problem, student is consistently and independently able to: <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. • Suggest at least one other way to solve the problem.

- Clearly explains mathematical thinking and problem solving

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student sometimes, but not consistently, communicates mathematical thinking using accurate vocabulary.	Student consistently communicates mathematical thinking using accurate vocabulary.	<ol style="list-style-type: none"> 1. Student communicates all mathematical thinking precisely and with accurate vocabulary. 2. Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.

- Efficiently applies strategies to solve math problems

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer.	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student consistently identifies appropriate operations and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more

				complex problems, mental math, and/or mathematical concepts.
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Social Studies

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>Student rarely or is unable to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics. 	<p>Student occasionally:</p> <ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics. 	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.
2	<p>Student rarely or is unable to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics. 	<p>Student occasionally:</p> <ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics. 	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.
3	<p>Student rarely or is unable to:</p>	<p>Student occasionally:</p>	<p>Student:</p>	<p>Student consistently:</p> <ul style="list-style-type: none"> • Demonstrates an advanced understanding of key concepts,

	<ul style="list-style-type: none"> • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics. 	<ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics. 	<ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics. 	<p>content, and vocabulary presented.</p> <ul style="list-style-type: none"> • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.
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Science

1. Demonstrates understanding of content and core ideas

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>Student is unable to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.
	Student is unable to:	Student is able to:	Student is able to:	Student is able to:

<p>2</p>	<ul style="list-style-type: none"> • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<ul style="list-style-type: none"> • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<ul style="list-style-type: none"> • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas. 	<ul style="list-style-type: none"> • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.
<p>3</p>	<p>Student is unable to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.

1. Demonstrates competency in movement skills & concepts

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student demonstrates proficiency in most of the following: <ul style="list-style-type: none"> • Gross and fine motor skills • Selection of appropriate strategies to accomplish activities • Safety • Wellness 	Student consistently demonstrates above-level proficiency in all of the concepts and skills listed at benchmark

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Demonstrates sportsmanship • Participates in activities • Engages in activities • Is prepared for class 	Student consistently: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Demonstrates sportsmanship • Is prepared for class • Displays enthusiasm • Displays leadership abilities