Standards-Based Report Card Rubric: Grade 2 Math

Revised 8/5/2022

Report Card Section	Report Card Statement	Standards Assessed	Quarter Assessed	Assessment of Mastery		
				Met Standard (MS)	Approaching Standard (AS)	Insufficient Progress (IP)
Number Representations and Relationships	I can use concrete & pictorial models to compose & decompose numbers up to 1,200 in more than one way.	**2.2A** use concrete & pictorial models to compose & decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, & ones;	1, 2, 3, 4	Consistently and independently composes and decomposes numbers in more than one way using concrete models and pictorial models	Composes and decomposes numbers using concrete or pictorial models, or both with support	Limited ability/unable to compose and decompose numbers in one way
	I can use standard, word, & expanded forms to represent numbers up to 1,200.	**2.2B** use standard, word, & expanded forms to represent numbers up to 1,200;	1, 2, 3, 4	Consistently and independently represents numbers up to 1,200 using words, expanded, and standard form	Represents numbers up to 1,200 using words, expanded, and standard form with support (i.e. place value charts or manipulatives)	Limited ability/unable to represent numbers up to 1,200 using words, expanded, and standard form
	I can use place value to generate, compare & order whole numbers up to 1,200 using comparative language, numbers, & symbols (<, >, or =).	**2.2C** generate a number that is greater than or less than a given whole number up to 1,200; **2.2D** use place value to compare & order whole numbers up to 1,200 using comparative language, numbers, & symbols (<, >, or =);	1, 2, 3, 4	Consistently and independently compares and orders whole numbers up to 1,200 using symbols <, >, or =, and reads the comparison using language such as greater than, less than and equal to	Compares two numbers either verbally or using symbols with support (i.e. hundreds chart)	Limited ability/unable to compare two numbers verbally or using symbols
	I can locate and/or name the whole number that corresponds to a specific point on a number line.	**2.2E** locate the position of a given whole number on an open number line; **2.2F** name the whole number that corresponds to a specific point on a number line;	1, 2, 3, 4	Consistently and independently names the whole number that corresponds to a specific point on a number line independently	Inconsistently names the whole number that corresponds to a specific point on a number line, or names with support	Limited ability/unable to name the whole number as distances from 0 on a number line
	I can determine whether a number up to 40 is even or odd.	**2.7A** determine whether a number up to 40 is even or odd, using pairings of objects to represent the number;	1, 2, 3, 4	Consistently and independently determines if a number is even or odd	Inconsistently determines if a number is even or odd or determines with support	Limited ability/unable to determine if a number is even or odd
	I can use place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	**2.7B** use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200;	1, 2, 3, 4	Consistently and independently determines the number that is 10 or 100 more or less than a given number up to 1,200	Inconsistently/or with support determines the number that is 10 or 100 more or less than a given number up to 1,200	Limited ability/unable to determine the number that is 10 or 100 more or less than a given number up to 1,200

Fractions	I can partition objects into equal parts and name the equal parts: halves, fourths, and eighths using words.	**2.3A** partition objects into equal parts and name the equal parts: halves, fourths, and eighths, using words;	2, 3, 4	Consistently and independently partition objects into equal parts and name the equal parts: halves, fourths, and eighths using words	Inconsistently or with support partition objects into equal parts and name the equal parts: halves, fourths, and eighths using words	Limited ability/unable to partition objects into equal parts and name the equal parts: halves, fourths, and eighths using words
	I can identify examples and non-examples of halves, fourths, and eighths.	**2.3D** identify examples and non-examples of halves, fourths, and eighths;	2, 3, 4	Consistently and independently identifies examples and non-examples of halves, fourths, and eighths	Inconsistently or with support identifies examples and non-examples of halves, fourths, and eighths	Limited ability/unable to identify examples and non-examples of halves, fourths, and eighths
	I can explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.	**2.3B** explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part;	2, 3, 4	Consistently and independently explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	Inconsistently or with support explains that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	Limited ability/unable to explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part
	I can use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.	**2.3C** use concrete models to count fractional parts beyond one whole using words & recognize how many parts it takes to equal one whole;	2, 3, 4	Consistently and independently uses concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole (i.e. of using words: "one-fourth, two-fourths, three-fourths, four-fourths" and beyond one whole; five-fourths or one and one-fourth)	Uses concrete models to count fractional parts using words and recognizes how many parts it takes to equal one whole with supports (i.e. fractional manipulatives to name four-fourths, two-halves, etc.)	Limited ability/unable to use concrete models to count fractional parts using words and recognize how many parts it takes to equal one whole
Computations and Algebraic Relationships	I can recall basic facts to add and subtract within 20 with automaticity.	**2.4A** recall basic facts to add and subtract within 20 with automaticity;	2, 3, 4	Consistently and independently recalls basic facts to add and subtract within 20 with automaticity	Inconsistently recalls basic facts to add and subtract within 20 with automaticity	Limited ability/unable to recall basic facts to add and subtract within 20 with automaticity
	I can add up to four two-digit numbers using mental strategies & algorithms.	**2.4B** add up to four two-digit numbers using mental strategies & algorithms based on knowledge of place value & properties of operations; Q1, Q2: no standard algorithm Q3, Q4: including standard algorithm	2, 3, 4	Consistently and independently adds up to four two-digit numbers using mental math strategies and algorithms based on knowledge of place value & properties of operations Q1, Q2: no standard algorithm Q3, Q4: including standard algorithm	Adds four two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations, or both operations with support	Limited ability/unable to add up to four two-digit numbers
	I can subtract two-digit numbers using mental strategies & algorithms.	**2.4B** subtract two-digit numbers using mental strategies & algorithms based on knowledge of place value & properties of operations; Q1, Q2: no standard algorithm Q3, Q4: including standard algorithm	2, 3, 4	Consistently and independently subtracts two-digit numbers using mental math strategies and algorithms based on knowledge of place value & properties of operations Q1, Q2: no standard algorithm Q3, Q4: including standard algorithm	Subtracts two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations, or both operations with support	Limited ability/unable subtract two-digit numbers

Computations and Algebraic Relationships – cont.	I can solve **one-step** word problems involving addition and subtraction within 1,000.	**2.4C** solve **one-step** word problems involving addition & subtraction within 1,000 using a variety of strategies based on place value, including algorithms;	2, 3, 4	Consistently and independently solves one-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value	Independently solves one-step word problems involving addition and subtraction within 1,000 using a variety of strategies	Solves one-step word problems involving addition and subtraction using one strategy with support
	I can solve **multi-step** word problems involving addition and subtraction within 1,000. Q1, Q2: 2-digit numbers; no standard algorithm Q3, Q4: 3-digit numbers; including standard algorithm	**2.4C** solve **multi-step** word problems involving addition & subtraction within 1,000 using a variety of strategies based on place value, including algorithms;	3, 4	Consistently and independently solves multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value Q1, Q2: add & subtract 2-digit numbers; no standard algorithm Q3, Q4: 3-digit numbers; including standard algorithm	Independently solves multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms (Q3, Q4 only)	Solves one-step word problems involving addition and subtraction using one strategy with support
	I can generate and solve problem situations for a given mathematical number sentence.	**2.4D** generate & solve problem situations for a given mathematical number sentence involving addition & subtraction of whole numbers within 1,000;	2, 3, 4	Consistently and independently generates and solves problem situations for a given number sentence involving addition and subtraction of whole numbers within 1,000, where the unknown is any of the terms	Inconsistently or with support generates and solves problem situations for a given number sentence involving addition and subtraction of whole numbers within 1,000, where the result is unknown	Limited ability/ unable to generate or solve a number sentence involving addition and subtraction of whole numbers
	I can represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	**2.7C** represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem;	2, 3, 4	Consistently and independently represents and solves addition and subtraction word problems using objects, diagrams, language, and numbers, where unknowns may be any one of the terms in the problem	Inconsistently or with support represents and solves addition and subtraction word problems in one way, or solves in multiple ways with support	Limited ability/unable to represent and solve addition and subtraction word problems in one way
	I can model, create, & describe contextual multiplication situations in which equivalent sets of concrete objects are joined.	**2.6A** model, create, & describe contextual multiplication situations in which equivalent sets of concrete objects are joined;	3, 4	Consistently and independently models, describes, and creates contextual multiplication situations in which equivalent sets of concrete objects are joined for various problem types (product unknown, group size unknown, group number unknown)	Inconsistently or with support models and describes contextual multiplication situations in which equivalent sets of concrete objects are joined, but unable to independently create contextual situations	Limited ability/unable to model contextual multiplication situations in which equivalent sets of concrete objects are joined
	I can model, create, & describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	**2.6B** model, create, & describe contextual division situations in which a set of concrete objects is separated into equivalent sets;	3, 4	Consistently and independently models, describes, and creates contextual division situations in which a set of concrete objects is separated into equivalent sets for various problem types (group size unknown, group number unknown)	Inconsistently or with support models and describes contextual division situations in which a set of concrete objects is separated into equivalent sets, but unable to independently create contextual situations	Limited ability/unable to model contextual division situations in which a set of concrete objects is separated into equivalent sets

Money and Financial Literacy	I can determine the value of a collection of coins up to one dollar; and use the cent symbol, dollar sign, and decimal point correctly.	**2.5A** determine the value of a collection of coins up to one dollar; **2.5B** use the cent symbol, dollar sign, and decimal point to name the value of a collection of coins;	3, 4	Consistently and independently determines the value of a collection of mixed coins up to one dollar	Independently uses relationships to count by fives and tens to determine the value of a single type of coin (pennies, nickels, dimes), or determines the value of a collection of mixed coins with support	Identifies coins by value including pennies, nickels, dimes, and quarters, but unable to determine the value of a collection of coins (like or mixed)
	I can distinguish between saving/spending and deposit/withdrawal in relation to addition and subtraction.	**2.11B** explain that saving is an alternative to spending; **2.11C** distinguish between a deposit and withdrawal;	3, 4	Consistently and independently distinguishes between saving/spending and deposit/withdrawal in relation to addition and subtraction.	Inconsistently or with support distinguishes between saving/spending and deposit/withdrawal in relation to addition and subtraction	Limited ability/unable to distinguish between saving/spending and deposit/withdrawal in relation to addition and subtraction
Geometry & Measurement	I can classify and sort polygons (2-D shapes) with 12 or fewer sides according to attributes.	**2.8C** classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices;	4	Consistently and independently classifies and sorts all polygons independently according to attributes, including identifying the number of sides and vertices	Inconsistently classifies and sorts polygons based on attributes using formal geometric language, or classifies and sorts with support	Limited ability/unable to classify and sort polygons based on attributes
	I can decompose 2-D shapes and identify the new shapes.	**2.8E** decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts;	4	Consistently and independently decomposes 2-D shapes and identifies the new shapes	Inconsistently decomposes 2-D shapes and/or unable to identify the new shapes	Limited ability/unable to decompose 2-D shapes
	I can create 2-D shapes based on given attributes, including number of sides and vertices.	**2.8A&D** create two-dimensional shapes based on given attributes, including number of sides and vertices;	4	Consistently and independently creates 2-D shapes based on attributes	Inconsistently or with support creates 2-D shapes based on attributes	Limited ability/unable to create 2-D shapes based on attributes
	I can compose 3-D solids with given properties or attributes.	**2.8D** compose three-dimensional solids with given properties or attributes;	4	Consistently and independently composes 3-D solids based on properties or attributes	Inconsistently or with support composes 3-D solids based on properties or attributes	Limited ability/unable to compose 3-D solids based on properties or attributes

Geometry & Measurement – cont.	I can classify and sort 3-D solids based on attributes.	**2.8B** classify & sort 3-D solids including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), & triangular prisms, based on attributes using formal geometric language;	4	Consistently and independently classifies and sorts all 3-D solids including spheres, cones, cylinders, rectangular prisms, cubes & triangular prisms	Inconsistently classifies and sorts 3-D solids based on attributes using formal geometric language, or classifies and sorts with support	Limited ability/unable to classify and sort 3-D solids based on attributes
	I can find the length of objects using concrete models and/or standard measuring tools.	**2.9A** find the length of objects using concrete models for standard units of length; **2.9D** determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;	4	Consistently and independently finds the length of objects using concrete models or standard measuring tools	Inconsistently finds the length of objects using concrete models for standard units of length, or finds the length with support	Limited ability/unable to find the length of objects using concrete models for standard units of length
	I can use concrete models of square units to find the area of a rectangle.	**2.9F** use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit;	4	Consistently and independently determines the area of a rectangle by using concrete models or counting squares	Inconsistently determines the area of a rectangle by using concrete models or counting squares	Limited ability/unable to determine the area of a rectangle by using concrete models or counting squares
	I can read and write time to the nearest one-minute increment using analog and digital clocks.	**2.9G** read & write time to the nearest one-minute increment using analog and digital clocks & distinguish between a.m. & p.m.;	4	Consistently and independently reads and writes time to the nearest one-minute increment using both analog and digital clocks, and distinguishes between a.m. and p.m.	Reads and writes time to the nearest hour, half hour, or 15 minute increment using analog and digital clocks, and distinguishes between a.m. and p.m.	Limited ability/unable to read and write time using analog and digital clocks, and/or to distinguish between a.m. and p.m.
Data Analysis	I can draw conclusions and make predictions from information in bar graphs and pictographs.	**2.10D** draw conclusions & make predictions from information in a graph;	4	Consistently and independently draws conclusions and makes predictions from information on both pictographs and bar graphs	Draws conclusions and makes predictions from information in one type of graph or both with support	Limited ability/unable to draw conclusions and make predictions from information in a graph

Consistently = Able to complete tasks with 85-100% accuracy of the time over the assessment term (i.e. They are mostly accurate.)

Inconsistently = Able to complete tasks with 50-84% accuracy of the time over the assessment term (i.e. They are accurate more than half the time.)

With support = Instructional tools (i.e. math tools, dictionaries, word walls) or teacher prompts (i.e. suggesting strategy, asking questions, giving sentence stems)

Limited Ability/Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term