

Midlothian ISD Standards Based Report Card Rubric: Grade 2 Mathematics

Report Card Section	Standards Assessed	TRS Unit	Learning Progression			
			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard - Scored 4
FIRST REPORTING PERIOD						
Algebraic Reasoning	2.4B Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. *Algorithm will be taught in the 3rd and 4th nine weeks.	Unit 3 & 6	The student adds a 2-digit and 1-digit number using mathematical tools, and mental strategies based on knowledge of place value and properties of operations or with teacher assistance.	The student adds two 2-digit numbers using mathematical, and mental strategies based on knowledge of place value and properties of operations.	The student adds three 2-digit numbers using mathematical tools, OR mental strategies based on knowledge of place value and properties of operations.	The student adds up to four 2-digit numbers using mathematical tools and mental strategies AND explains their thinking based on knowledge of place value and properties of operations.
Data Analysis and Personal Financial Literacy	2.5A determine the value of a collection of coins up to one dollar	Unit 2 & 3	The student determines the value of a collections of coins up to one dollar using pennies, nickles, dimes and/or quarter up to fifty cents and represents the value in one way using a cent symbol OR using dollar sign with the decimal point with teacher assistance.	The student determines the value of a collections of coins up to one dollar using pennies, nickles, dimes and/or quarter up to fifty cents and represents the value in one way using a cent symbol OR using dollar sign with the decimal point	The student determines the value of a collection of coins including pennies, nickles, dimes, and/or quarters up to one dollar and represents the value in one way using a cent symbol OR using dollar sign with the decimal point	Student determines the value of any mixture of coins including pennies, nickles, dimes, quarters, and/or half dollars up to one dollar AND represents the value in two ways: using a cent symbol AND using a dollar sign with the decimal point.
Numerical Relationships	2.2B use standard, word, and expanded forms to represent numbers up to 1,200	Unit 1	The student uses standard, word, and expanded forms to represent numbers up to 120 or with teacher assistance.	The student uses standard, word, and expanded forms to represent numbers between 120 to 500.	The student uses standard, word, and expanded forms to represent numbers between 500 to 999.	The student uses standard, word, and expanded forms to represent numbers between 999 to 1,200.
	2.2D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)	Unit 1 & Spiral	The student uses place value to compare and order whole numbers up to 120 using comparative language, numbers, and symbols (<,>, or =) or with teacher assistance.	The student uses place value to compare and order whole numbers between 120 to 500 using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers between 500 to 999 using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers between 999 to 1,200 using comparative language, numbers, and symbols (<,>, or =).
	2.4A recall basic facts to add and subtract within 20 with automaticity	Unit 2, 3, 6	The student recalls facts to add within 10 with automaticity or with teacher assistance.	The student recalls facts to add OR subtract within 10 with automaticity.	The student recalls facts to add OR subtract between 10 to 20 with automaticity.	The student recalls facts to add AND subtract between 10 to 20 with automaticity.
SECOND REPORTING PERIOD						
	2.4B Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. *Algorithm will be taught in the 3rd and 4th nine weeks.	Unit 3 & 6	The student subtracts a 1-digit by 1-digit number using mathematical tool based on knowledge of place value and properties of operations or with teacher assistance.	The student subtracts a 2-digit by 1-digit number using mathematical tools and mental strategies based on knowledge of place value and properties of operations.	The student subtracts a 2-digit by 2-digit number using mathematical tools or mental strategies based on knowledge of place value and properties of operations.	The student subtracts 2-digit numbers using mental strategies, and explains their thinking based on knowledge of place value and properties of operations.

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Algebraic Reasoning	2.4B Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. *Algorithm will be taught in the 3rd and 4th nine weeks.	Unit 3 & 6	The student adds a 2-digit and 1-digit number using mathematical tools, and mental strategies based on knowledge of place value and properties of operations or with teacher assistance.	The student adds two 2-digit numbers using mathematical, and mental strategies based on knowledge of place value and properties of operations.	The student adds three 2-digit numbers using mathematical tools, OR mental strategies based on knowledge of place value and properties of operations.	The student adds up to four 2-digit numbers using mathematical tools and mental strategies AND explains their thinking based on knowledge of place value and properties of operations.
	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms *algorithm will be taught in 3rd & 4th nine weeks	Unit 3 & 6	The student solves one-step word problems involving addition OR subtraction within 100 or less using a variety of strategies based on place value (ex. hundred chart, base ten blocks, number lines and mental strategies such as splitting)	The student solves one-step word problems involving addition OR subtraction within 500 using a variety of strategies based on place value (ex. hundred chart, base ten blocks, number lines and mental strategies such as splitting)	The student solves one-step word problems involving addition and subtraction within 500 using a variety of strategies based on place value (ex. base ten blocks, hundred chart, number lines, mental strategies such as splitting)	The student solves one-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value (ex. base ten blocks, number lines, mental strategies such as splitting)
	2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000	Unit 3 & 6	The student generates a problem situation for a given mathematical number sentence involving addition within 120 or with teacher assistance.	The student generates a problem situation for a given mathematical number sentence involving addition and subtraction up to 500.	The student generates AND solves a problem situation for a given mathematical number sentence involving addition and subtraction up to 500.	The student generates AND solves problems involving addition and subtraction within 1,000.
Data Analysis and Personal Financial Literacy	2.5A determine the value of a collection of coins up to one dollar (ongoing in 4th 9 weeks)	Unit 2, 3	The student determines the value of a collections of coins up to one dollar using pennies, nickles, dimes and/or quarter up to fifty cents and represents the value in one way using a cent symbol OR using dollar sign with the decimal point with teacher assistance.	The student determines the value of a collections of coins up to one dollar using pennies, nickles, dimes and/or quarter up to fifty cents and represents the value in one way using a cent symbol OR using dollar sign with the decimal point	The student determines the value of a collection of coins including pennies, nickles, dimes, and/or quarters up to one dollar and represents the value in one way using a cent symbol OR using dollar sign with the decimal point	Student determines the value of any mixture of coins including pennies, nickles, dimes, quarters, and/or half dollars up to one dollar AND represents the value in two ways: using a cent symbol AND using a dollar sign with the decimal point.
Geometry and Measurement	2.8 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. 2.8 D compose two-dimensional shapes and three-dimensional solids with given properties or attributes.	Unit 4	The student composes two-dimensional figures up to 12 sides OR three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties with teacher assistance.	The student composes two-dimensional figures up to 12 sides OR three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties.	The student composes two-dimensional figures up to 12 sides OR three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties, AND explains the attributes of the new figure.	The student composes two-dimensional figures up to 12 sides AND three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties, AND explains the attributes of the new figure. * see TRS TEK clarification for specific examples.
	2.8 E 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.	Unit 4	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts with teacher assistance.	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts.	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts AND explains the process.	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts AND explains the process and the resulting attributes.

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Report Card Section	Standards Assessed	TRS Unit	Learning Progression			
			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard - Scored 4
Numerical Representations and Relationships	2.2B use standard, word, and expanded forms to represent numbers up to 1,200	Unit 1	The student uses standard, word, and expanded forms to represent numbers up to 120 or with teacher assistance.	The student uses standard, word, and expanded forms to represent numbers between 120 to 500.	The student uses standard, word, and expanded forms to represent numbers between 500 to 999.	The student uses standard, word, and expanded forms to represent numbers between 999 to 1,200.
	2.2D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)	Unit 1	The student uses place value to compare and order whole numbers up to 120 using comparative language, numbers, and symbols (<,>, or =) or with teacher assistance.	The student uses place value to compare and order whole numbers between 120 to 500 using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers between 500 to 999 using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers between 999 to 1,200 using comparative language, numbers, and symbols (<,>, or =).
	2.3A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words	Unit 5, 11	Students can partition objects into equal parts and name the parts, including halves and fourths with teacher assistance.	Students can partition objects into equal parts and name the parts including halves, fourths, OR eighths.	Students can partition objects into equal parts and name the parts including halves, fourths, AND eighths.	Students can partition objects into equal parts and names the parts, including halves, fourths, AND eighths using mathematical language.
	2.4A recall basic facts to add and subtract within 20 with automaticity (taught in 2nd & 3rd, ongoing in 4th 9 weeks)	Unit 2, 3, 6	The student recalls facts to add within 10 with automaticity or with teacher assistance.	The student recalls facts to add OR subtract within 10 with automaticity.	The student recalls facts to add OR subtract between 10 to 20 with automaticity.	The student recalls facts to add AND subtract between 10 to 20 with automaticity.
Third Reporting Period						
Algebraic Reasoning	2.4B Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Unit 3 & 6	The student subtracts a 1-digit by 1-digit number using mathematical tool based on knowledge of place value and properties of operations or with teacher assistance.	The student subtracts a 2-digit by 1-digit number using mathematical tools and mental strategies based on knowledge of place value and properties of operations.	The student subtracts a 2-digit by 2-digit number using mathematical tools, algorithms OR mental strategies based on knowledge of place value and properties of operations.	The student subtracts 2-digit numbers using mental strategies AND algorithms, AND explains their thinking based on knowledge of place value and properties of operations.
	2.4B Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Unit 3 & 6	The student adds a 2-digit and 1-digit number using mathematical tools, and mental strategies based on knowledge of place value and properties of operations or with teacher assistance.	The student adds two 2-digit numbers using mathematical, and mental strategies based on knowledge of place value and properties of operations.	The student adds three 2-digit numbers using mathematical tools, algorithms, OR mental strategies based on knowledge of place value and properties of operations.	The student adds up to four 2-digit numbers using algorithms AND mental strategies based on knowledge of place value and properties of operations AND explains their thinking based on knowledge of place value and properties of operations.
	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms	Unit 3 & 6	The student solves one-step word problems involving addition and subtraction within 120 or less using a variety of strategies based on place value (ex. hundreds chart or manipulatives based on place value)	The student solves one-step word problems involving addition and subtraction within 500 using a variety of strategies based on place value (ex. hundred chart, base ten blocks, and mental strategies such as base ten blocks, mental	The student solves one-step AND multi-step word problems involving addition and subtraction within 500 using a variety of strategies based on place value including algorithms.	The student solves one-step AND multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.

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	2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000	Unit 3 & 6	The student generates a problem situation for a given mathematical number sentence involving addition within 120 or with teacher assistance .	The student generates a problem situation for a given mathematical number sentence involving addition and subtraction up to 500 .	The student generates AND solves a problem situation for a given mathematical number sentence involving addition and subtraction up to 500 .	The student generates AND solves problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers between 500 and 1,000 .
Data Analysis and Personal Financial Literacy	2.10C write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one	Unit 7	The student solves one-step word problems involving addition using data represented within pictographs and bargraphs with intervals of one with teacher assistance .	The student solves one-step word problems involving addition using data represented within pictographs and bargraphs with intervals of one.	The student solves one-step word problems involving addition AND subtraction using data represented within pictographs and bar graphs with intervals of one.	The student writes AND solves one-step word problems involving addition AND subtraction using data represented within pictographs and bar graphs with intervals of one.
	2.5A determine the value of a collection of coins up to one dollar 2.5B Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.	Unit 2 & 3	The student determines the value of a collections of coins up to one dollar using pennies, nickles, dimes and/or quarter up to fifty cents and represents the value in one way using a cent symbol OR using dollar sign with the decimal point with teacher assistance .	The student determines the value of a collections of coins up to one dollar using pennies, nickles, dimes and/or quarter up to fifty cents and represents the value in one way using a cent symbol OR using dollar sign with the decimal point	The student determines the value of a collection of coins including pennies, nickles, dimes, and/or quarters up to one dollar and represents the value in one way using a cent symbol OR using dollar sign with the decimal point	Student determines the value of any mixture of coins including pennies, nickles, dimes, quarters, and/or half dollars up to one dollar AND represents the value in two ways: using a cent symbol AND using a dollar sign with the decimal point.
Geometry and Measurement	2.8 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. 2.8 D compose two-dimensional shapes and three-dimensional solids with given properties or attributes.	Unit 4	The student composes two-dimensional figures up to 12 sides OR three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties with teacher assistance .	The student composes two-dimensional figures up to 12 sides OR three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties.	The student composes two-dimensional figures up to 12 sides OR three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties. AND explains the attributes of the new figure.	The student composes two-dimensional figures up to 12 sides AND three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties. AND explains the attributes of the new figure. * see TRS TEK clarification for specific examples.
	2.8 E 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.	Unit 4	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts with teacher assistance .	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts.	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts AND explains the process .	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts AND explains the process and the resulting attributes .
	2.9G read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m	Unit 8	The student reads AND writes time to the hour, half hour, and nearest five-minute increment using analog and digital clocks, and the student gives examples of activities done during a.m. OR p.m. with teacher assistance .	The student reads AND writes time to the hour, half hour, and nearest five-minute increment using analog and digital clocks, and the student gives examples of activities done during a.m. OR p.m.	The student reads AND writes time to the hour, half hour, quarter past/til and nearest 5 minute using analog and digital clocks, and the student gives examples of activities done during a.m. AND p. m.	The student reads AND writes time to the hour, half hour, quarter past/til and nearest one-minute increment using analog and digital clocks, and the student gives examples of activities done during a.m. AND p.m.

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Numerical Representations and Relationships	2.2B use standard, word, and expanded forms to represent numbers up to 1,200.	Unit 1	The student uses standard, word, and expanded forms to represent numbers up to 120 or with teacher assistance.	The student uses standard, word, and expanded forms to represent numbers between 120 to 500.	The student uses standard, word, and expanded forms to represent numbers between 500 to 999.	The student uses standard, word, and expanded forms to represent numbers between 999 to 1,200.
	2.2D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	Unit 1	The student uses place value to compare and order whole numbers up to 120 using comparative language, numbers, and symbols (<,>, or =) or with teacher assistance.	The student uses place value to compare and order whole numbers between 120 to 500 using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers between 500 to 999 using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers between 999 to 1,200 using comparative language, numbers, and symbols (<,>, or =).
	2.3A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.	Unit 5, 11	Students can partition objects into equal parts and name the parts, including halves and fourths with teacher assistance.	Students can partition objects into equal parts and name the parts including halves, fourths, OR eighths.	Students can partition objects into equal parts and name the parts including halves, fourths, AND eighths.	Students can partition objects into equal parts and names the parts, including halves, fourths, AND eighths using mathematical language. * see TRS TEK clarification for specific examples.
	2.4A recall basic facts to add and subtract within 20 with automaticity.	Unit 2, 3, 6	The student recalls facts to add within 10 with automaticity or with teacher assistance.	The student recalls facts to add OR subtract within 10 with automaticity.	The student recalls facts to add OR subtract between 10 to 20 with automaticity.	The student recalls facts to add AND subtract between 10 to 20 with automaticity.
Fourth Grading Period						
Algebraic Reasoning	2.4B Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Unit 3, 6	The student subtracts a 1-digit by 1-digit number using mathematical tool based on knowledge of place value and properties of operations or with teacher assistance.	The student subtracts a 2-digit by 1-digit number using mathematical tools and mental strategies based on knowledge of place value and properties of operations.	The student subtracts a 2-digit by 2-digit number using mathematical tools, algorithms OR mental strategies based on knowledge of place value and properties of operations.	The student subtracts 2-digit numbers using mental strategies AND algorithms, AND explains their thinking based on knowledge of place value and properties of operations.
	2.4B Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	Unit 3, 6	The student adds a 2-digit and 1-digit number using mathematical tools, and mental strategies based on knowledge of place value and properties of operations or with teacher assistance.	The student adds two 2-digit numbers using mathematical, and mental strategies based on knowledge of place value and properties of operations.	The student adds three 2-digit numbers using mathematical tools, algorithms, OR mental strategies based on knowledge of place value and properties of operations.	The student adds up to four 2-digit numbers using algorithms AND mental strategies based on knowledge of place value and properties of operations AND explains their thinking based on knowledge of place value and properties of operations.
	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms	Unit 3 & 6	The student solves one-step word problems involving addition and subtraction within 120 or less using a variety of strategies based on place value (ex. hundreds chart or manipulatives based on place value.)	The student solves one-step word problems involving addition and subtraction within 500 using a variety of strategies based on place value (ex. hundred chart, base ten blocks, and mental strategies such as splitting)	The student solves one-step AND multi-step word problems involving addition and subtraction within 500 using a variety of strategies based on place value including algorithms. (ex. base ten blocks, mental strategies such as splitting, and algorithms)	The student solves one-step AND multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.

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	2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000	Unit 3, 6	The student generates a problem situation for a given mathematical number sentence involving addition within 120 or with teacher assistance .	The student generates a problem situation for a given mathematical number sentence involving addition and subtraction up to 500 .	The student generates AND solves a problem situation for a given mathematical number sentence involving addition and subtraction up to 500 .	The student generates AND solves problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers between 500 and 1,000 .
Data Analysis and Personal Financial Literacy	2.10C write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one or more	Unit 7	The student solves one-step word problems involving addition using data represented within pictographs and bargraphs with intervals of one with teacher assistance .	The student solves one-step word problems involving addition using data represented within pictographs and bargraphs with intervals of one.	The student solves one-step word problems involving addition AND subtraction using data represented within pictographs and bar graphs with intervals of one.	The student writes AND solves one-step word problems involving addition AND subtraction using data represented within pictographs and bar graphs with intervals of one.
	2.5A determine the value of a collection of coins up to one dollar 2.5B Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.	Unit 2, 3	The student determines the value of a collections of coins up to one dollar using pennies, nickles, dimes and/or quarter up to fifty cents and represents the value in one way using a cent symbol OR using dollar sign with the decimal point with teacher assistance .	The student determines the value of a collections of coins up to one dollar using pennies, nickles, dimes and/or quarter up to fifty cents and represents the value in one way using a cent symbol OR using dollar sign with the decimal point	The student determines the value of a collection of coins including pennies, nickles, dimes, and/or quarters up to one dollar and represents the value in one way using a cent symbol OR using dollar sign with the decimal point	Student determines the value of any mixture of coins including pennies, nickles, dimes, quarters, and/or half dollars up to one dollar AND represents the value in two ways: using a cent symbol AND using a dollar sign with the decimal point.
Geometry and Measurement	2.8 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. 2.8 D compose two-dimensional shapes and three-dimensional solids with given properties or attributes.	Unit 4	The student composes two-dimensional figures up to 12 sides OR three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties with teacher assistance .	The student composes two-dimensional figures up to 12 sides OR three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties.	The student composes two-dimensional figures up to 12 sides OR three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties, AND explains the attributes of the new figure.	The student composes two-dimensional figures up to 12 sides AND three-dimensional solids including spheres cones, cylindars, rectangular prisms, and triangular prisms when given certain attributes and properties, AND explains the attributes of the new figure. * see TRS TEK clarification for specific examples.
	2.8 E 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.	Unit 4	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts with teacher assistance .	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts.	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts AND explains the process .	The student decomposes 2-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into geometric parts AND explains the process and the resulting attributes .
	2.9E determine a solution to a problem involving length, including estimating lengths	Unit 9	The student determines a solution to a single OR multi-step problem involving addition OR subtraction of length, including estimating lengths with teacher assistance .	The student determines a solution to a single OR multi-step problem involving addition OR subtraction of length, including estimating lengths.	The student determines a solution to a single AND multi-step problem involving addition OR subtraction of length, including estimating lengths.	The student determines a solution to a single AND multi-step problem involving addition AND subtraction of length, including estimating lengths.

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	2.9G read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	Unit 8	The student reads AND writes time to the hour, half hour, and nearest five-minute increment using analog and digital clocks, and the student gives examples of activities done during a.m. OR p.m. with teacher assistance.	The student reads AND writes time to the hour, half hour, and nearest five-minute increment using analog and digital clocks, and the student gives examples of activities done during a.m. OR p.m.	The student reads AND writes time to the hour, half hour, quarter past/til and nearest 5 minute using analog and digital clocks, and the student gives examples of activities done during a.m. AND p.m.	The student reads AND writes time to the hour, half hour, quarter past/til and nearest one-minute increment using analog and digital clocks, and the student gives examples of activities done during a.m. AND p.m.
Numerical Representations and Relationships	2.2B use standard, word, and expanded forms to represent numbers up to 1,200.	Unit 1	The student uses standard, word, and expanded forms to represent numbers up to 120 or with teacher assistance.	The student uses standard, word, and expanded forms to represent numbers between 120 to 500.	The student uses standard, word, and expanded forms to represent numbers between 500 to 999.	The student uses standard, word, and expanded forms to represent numbers between 999 to 1,200.
	2.2D use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	Unit 1	The student uses place value to compare and order whole numbers up to 120 using comparative language, numbers, and symbols (<,>, or =) or with teacher assistance.	The student uses place value to compare and order whole numbers between 120 to 500 using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers between 500 to 999 using comparative language, numbers, and symbols (<,>, or =).	The student uses place value to compare and order whole numbers between 999 to 1,200 using comparative language, numbers, and symbols (<,>, or =).
	2.3A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words	Unit 5, 11	Students can partition objects into equal parts and name the parts, including halves and fourths with teacher assistance.	Students can partition objects into equal parts and name the parts including halves, fourths, OR eighths.	Students can partition objects into equal parts and name the parts including halves, fourths, AND eighths.	Students can partition objects into equal parts and names the parts, including halves, fourths, AND eighths using mathematical language. * see TRS TEK clarification for specific examples.
	2.4A recall basic facts to add and subtract within 20 with automaticity.	Unit 2, 3, 6	The student recalls facts to add within 10 with automaticity or with teacher assistance.	The student recalls facts to add OR subtract within 10 with automaticity.	The student recalls facts to add OR subtract between 10 to 20 with automaticity.	The student recalls facts to add AND subtract between 10 to 20 with automaticity.