

## Springfield Grading Benchmarks – SECOND GRADE

### **READING**

1) Independent reading level

Trimester	1	2	3	4
1 <sup>st</sup>	Student has achieved reading success at Level H or below.	Student has achieved reading success at Level I.	Student has achieved reading success at Level J.	Student has achieved reading success at Level K or above.
2nd	Student has achieved reading success at Level I or below.	Student has achieved reading success at Level J.	Student has achieved reading success at Level K.	Student has achieved reading success at Level L or above.
3rd	Student has achieved reading success at Level J or below.	Student has achieved reading success at Level K.	Student has achieved reading success at Level L.	Student has achieved reading success at Level M or above.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

2) Uses a variety of print strategies to decode (pictures, context, phonics).

Proficiency Levels	1	2	3	4
<b>All</b>	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>• identifies and decodes using beginning, ending, and middle (vowel) sounds.</li> <li>• distinguishes between long and short vowel sounds</li> <li>• decodes using knowledge of syllable segmentation</li> <li>• rereads and self-corrects at points of error.</li> <li>• monitors utilizing all sources of information.</li> <li>• utilizes multiple</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• identifies and decodes using beginning, ending, and middle (vowel) sounds.</li> <li>• distinguishes between long and short vowel sounds</li> <li>• decodes using knowledge of syllable segmentation</li> <li>• rereads and self-corrects at points of error.</li> <li>• monitors utilizing all sources of information.</li> <li>• utilizes multiple</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• identifies and decodes using beginning, ending, and middle (vowel) sounds.</li> <li>• distinguishes between long and short vowel sounds</li> <li>• decodes using knowledge of syllable segmentation</li> <li>• rereads and self-corrects at points of error.</li> <li>• monitors utilizing all sources of information.</li> <li>• utilizes multiple</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• decodes unknown and complex/multi- syllable words using all phonemes (blends, digraphs, diphthongs).</li> <li>• rereads and self-corrects at points of error, in above-grade-level text.</li> <li>• monitors for all sources of information, in above-grade-level text.</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

	<p>strategies simultaneously to problem solve through text.</p> <ul style="list-style-type: none"> <li>• solves unknown words with relative ease.</li> </ul>	<p>strategies simultaneously to problem solve through text.</p> <ul style="list-style-type: none"> <li>• solves unknown words with relative ease.</li> </ul>	<p>strategies simultaneously to problem solve through text.</p> <ul style="list-style-type: none"> <li>• solves unknown words with relative ease.</li> </ul>	<ul style="list-style-type: none"> <li>• uses an increasingly more challenging repertoire of graphophonic/</li> <li>• visual strategies to problem solve through above-grade- level text.</li> <li>• solves unknown words with relative ease, in text.</li> </ul>
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### 3) Applies comprehension strategies to understand texts

Proficiency Levels	1	2	3	4
<b>ALL</b>	<p>Students rarely:</p> <ul style="list-style-type: none"> <li>• Describes characters, settings and major events in a story using key details</li> <li>• Uses illustrations and print to make meaning of a text</li> <li>• Makes meaningful connections</li> <li>• Ask and answer questions about key details in the text</li> <li>• Self-monitors comprehension while reading</li> <li>• Use strategies including, but not limited to:                             <ul style="list-style-type: none"> <li>-making predictions</li> <li>-noticing text features to determine between fiction and nonfiction</li> <li>-visualizes text by using</li> </ul> </li> </ul>	<p>Student is beginning to:</p> <ul style="list-style-type: none"> <li>• Describe characters, settings and major events in a story using key details</li> <li>• Use illustrations and print to make meaning of a text</li> <li>• Make meaningful connections</li> <li>• Ask and answer questions about key details in the text</li> <li>• Self-monitor comprehension while reading</li> <li>• Use strategies including, but not limited to:                             <ul style="list-style-type: none"> <li>-making predictions</li> <li>-noticing text features to determine between fiction and nonfiction</li> <li>-visualizes text by using</li> </ul> </li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Describes characters, settings and major events in a story using key details</li> <li>• Uses illustrations and print to make meaning of a text</li> <li>• Makes meaningful connections</li> <li>• Asks and answers questions about key details in the text (who, what, where, when, why, how)</li> <li>• Self-monitors comprehension while reading</li> <li>• Uses strategies including, but not limited to:                             <ul style="list-style-type: none"> <li>-making predictions</li> <li>-noticing text features to determine between fiction and nonfiction</li> <li>-visualizes text by using senses</li> </ul> </li> </ul>	<p>Student extends and enhances thinking beyond what is directly stated in the text and independently :</p> <ul style="list-style-type: none"> <li>• Describes characters, settings and major events in a story using key details</li> <li>• Uses illustrations and print to make meaning of a text</li> <li>• Makes meaningful connections</li> <li>• Asks and answers questions about key details in the text</li> <li>• Self-monitors comprehension while reading</li> <li>• Uses strategies including, but not limited to:                             <ul style="list-style-type: none"> <li>-making predictions</li> <li>-noticing text features to</li> </ul> </li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

	senses -asks questions before, during and after reading.	senses -asks questions before, during and after reading.	-asks questions before, during and after reading. <ul style="list-style-type: none"> <li>Determine the central message, moral, or lesson.</li> </ul>	determine between fiction and nonfiction -visualizes text by using senses -asks questions before, during and after reading.
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4) Reads with fluency (expression, phrasing, rate, accuracy).

Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
ALL	Student reads primarily word by word. Infrequent two to three word phrases are present. No expressive interpretation or pausing guided by author's meaning and punctuation; slow rate.	Student reads in two word phrases with some three or four word groupings. Some word by word grouping may be present. Almost no expressive interpretation or pausing guided by author's meaning and punctuation; slow rate most of the time.	Student reads in three or four word phrase groups at an even pace. Phrasing seems appropriate with some expressive interpretation and pausing guided by author's meaning and punctuation; appropriate rate with some slowdowns.	Student reads in larger, meaningful phrases or word groups at an even pace. Phrasing seems appropriate with mostly expressive interpretation and pausing guided by author's meaning and punctuation; appropriate rate with few slowdowns.

5) Retells story with accuracy.

Trimester	1	2	3	4
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## Springfield Grading Benchmarks – SECOND GRADE

<b>ALL</b>	Student is unable or rarely able to retell big events from a story and identify the main topic.	Student is sometimes able to retell big events from a story and identify the main topic.	Student can consistently retell big events from a story in sequence, beginning/middle/end and identify the main topic.	Student can consistently retell events from a story using details, including characters, setting, and problem solution and identify the main topic.
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6) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
<b>1st</b>	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes or more, using available opportunities to extend reading time.
<b>2nd</b>	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for 25 or more minutes, using available opportunities to extend reading time.
<b>3rd</b>	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for 30 or more minutes, using available opportunities to extend reading time.

## Springfield Grading Benchmarks – SECOND GRADE

7) Writes and/or draws illustrations in response to texts.

Trimester	1	2	3	4
<b>ALL</b>	Student’s illustration and written response reflects no understanding or thinking of the text read.	Student’s illustration and written response reflects little understanding or thinking of the text read.	Student’s illustration and written response reflects literal and inferential thinking of the text read.	Student’s illustration and written response reflects literal and inferential understanding of the text read, and/or includes text evidence. Student analyzes story elements relevant to the unit of study.

### WRITING

1) Generates ideas (topic, sequence, and relevant details).

Trimester	1	2	3	4
<b>ALL</b>	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>• Generates a few ideas from experience or imagination</li> <li>• Develops a clear topic</li> <li>• Thinks, sketches, and writes ideas, as taught in units of study</li> <li>• Adds details to strengthen writing</li> <li>• Adds drawings to enhance writing</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• Generates some ideas from experience or imagination</li> <li>• Develops a clear topic/may be too broad</li> <li>• Thinks, sketches, and writes ideas, as taught in units of study</li> <li>• Adds details to strengthen writing as needed with guidance</li> <li>• Adds drawings to enhance writing</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Generates ideas and sequences events for writing from experience, imagination, or stories read together</li> <li>• Shares ideas with others</li> <li>• Chooses and narrows the topic with support</li> <li>• Thinks, sketches, and writes relevant ideas, as taught in units of study</li> <li>• Adds details to strengthen writing as needed with guidance</li> <li>• Adds drawings to enhance writing</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• Generates original ideas for writing from experience, imagination, and stories read.</li> <li>• Shares ideas with others</li> <li>• Chooses and narrows a specific topic</li> <li>• Thinks, sketches, and writes a story and elaborates with details about the narrowed topic, as taught in units of study</li> <li>• Adds detailed and/or drawings to enhance writing</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

2) Produces writing appropriate to task, purpose, and audience.

Trimester	1	2	3	4
ALL	Student rarely produces: <ul style="list-style-type: none"> <li>• Opinion pieces with an introduction, a reason and closure</li> <li>• Informative/explanatory texts with a topic, facts, and closure</li> <li>• Narratives to develop real or imagined experiences using sequence, details, and closure</li> </ul>	Student sometimes produces: <ul style="list-style-type: none"> <li>• Opinion pieces with an introduction, a reason and closure</li> <li>• Informative/explanatory texts with a topic, facts, and closure</li> <li>• Narratives to develop real or imagined experiences using sequence, details, and closure</li> </ul>	Student consistently produces: <ul style="list-style-type: none"> <li>• Opinion pieces with an introduction, a reason and closure</li> <li>• Informative/explanatory texts with a topic, facts, and closure</li> <li>• Narratives to develop real or imagined experiences using sequence, details, and closure</li> </ul>	Student consistently and independently produces: <ul style="list-style-type: none"> <li>• Opinion pieces with an introduction, several reasons and closure</li> <li>• Informative/explanatory texts with a topic, multiple facts, and closure</li> <li>• Narratives to develop real or imagined experiences using sequence, details with elaboration, and closure</li> </ul>

3) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1 <sup>st</sup>	Student is unable to write independently for 15 minutes.	Student is approaching an independent writing stamina of 15 minutes.	Student can consistently write independently for 15 minutes.	Student consistently writes independently for 15 minutes or more, using available opportunities to extend writing time.
2nd	Student is unable to write independently for 20 minutes.	Student is approaching an independent writing stamina of 20 minutes.	Student can consistently write independently for 20 minutes.	Student consistently writes independently for 20 or more minutes, using available opportunities to extend writing time.
3rd	Student is unable to write independently for 25 minutes.	Student is approaching an independent writing stamina of 25 minutes.	Student can consistently write independently for 25 minutes.	Student consistently writes independently for 25 or more minutes, using available opportunities to extend writing time.

## Springfield Grading Benchmarks – SECOND GRADE

4) Writes with organization, focus, and clarity.

Trimester	1	2	3	4
All	<p>Student rarely develops and strengthens writing by:</p> <ul style="list-style-type: none"> <li>• Planning, revising, and editing</li> <li>• Using organizational components relevant to units of study (eg. informational writing – table of contents, glossary, headings, captions, drawings, labels)</li> <li>• Using a relevant beginning, middle, and conclusion</li> <li>• Organizing ideas in logical order</li> <li>• Expanding their topic idea</li> </ul>	<p>Student sometimes develops and strengthens writing by:</p> <ul style="list-style-type: none"> <li>• Planning, revising, and editing</li> <li>• Using organizational components relevant to units of study (eg. informational writing – table of contents, glossary, headings, captions, drawings, labels)</li> <li>• Using a relevant beginning, middle, and conclusion</li> <li>• Organizing ideas in logical order</li> <li>• Expanding their topic idea</li> </ul>	<p>Student consistently develops and strengthens writing by:</p> <ul style="list-style-type: none"> <li>• Planning, revising, and editing</li> <li>• Using organizational components relevant to units of study (eg. informational writing – table of contents, glossary, headings, captions, drawings, labels)</li> <li>• Using a relevant beginning, middle, and conclusion</li> <li>• Organizing ideas in logical order</li> <li>• Expanding their topic idea</li> </ul>	<p>Student consistently and independently develops and strengthens writing by:</p> <ul style="list-style-type: none"> <li>• Using tools to guide planning, revising, and editing</li> <li>• Using organizational components relevant to units of study (eg. informational writing – table of contents, glossary, headings, captions, drawings, labels)</li> <li>• Using a relevant and well-developed beginning, middle, and conclusion</li> <li>• Organizing ideas in logical order</li> <li>• Expanding their topic idea with a variety of supporting details</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

5) Elaborates by using details and descriptions.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>• Uses simple, below- grade-level vocabulary.</li> <li>• Writes with expression (feelings and emotions)</li> <li>• Reveals the writer’s feelings and voice.</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• Uses some grade-level vocabulary.</li> <li>• Writes with expression (feelings and emotions)</li> <li>• Uses some words that give details and are appropriate to the topic and genre.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Uses grade-level vocabulary</li> <li>• Uses a variety of words that are specific, interesting, and vivid.</li> <li>• Writes with expression (feelings and emotions)</li> <li>• Provides details and descriptions that are appropriate to the topic and genre.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• Uses interesting and sophisticated vocabulary.</li> <li>• Uses words and phrases that are specific, interesting, and vivid.</li> <li>• Writes with expression showing their feelings, emotions, and interests.</li> <li>• Provides several details and descriptions that are appropriate to the topic and genre.</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

6) Applies rules of grammar, usage, and mechanics.

Trimester	1	2	3	4
ALL	<p>Student rarely applies the following correct grammar, usage, and mechanics:</p> <ul style="list-style-type: none"> <li>• Appropriately capitalize holidays, product names, and geographic names</li> <li>• Apostrophes to form contractions and frequently occurring possess</li> <li>• Nouns (collective e.g. group, irregular e.g. feet, plural, and reflexive pronouns e.g. myself, ourselves)</li> <li>• Irregular verbs</li> <li>• Adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>• Produced, expanded, and rearranged complete, simple and compound sentences</li> <li>• Commas in greetings and closings of letters</li> </ul>	<p>Student sometimes applies correct grammar, usage, and mechanics by including:</p> <ul style="list-style-type: none"> <li>• Appropriately capitalize holidays, product names, and geographic names</li> <li>• Apostrophes to form contractions and frequently occurring possess</li> <li>• Nouns (collective e.g. group, irregular e.g. feet, plural, and reflexive pronouns e.g. myself, ourselves)</li> <li>• Irregular verbs</li> <li>• Adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>• Produced, expanded, and rearranged complete, simple and compound sentences</li> <li>• Commas in greetings and closings of letters</li> </ul>	<p>Student consistently applies correct grammar, usage, and mechanics by including:</p> <ul style="list-style-type: none"> <li>• Appropriately capitalize holidays, product names, and geographic names</li> <li>• Apostrophes to form contractions and frequently occurring possess</li> <li>• Nouns (collective e.g. group, irregular e.g. feet, plural, and reflexive pronouns e.g. myself, ourselves)</li> <li>• Irregular verbs</li> <li>• Adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>• Produced, expanded, and rearranged complete, simple and compound sentences</li> <li>• Commas in greetings and closings of letters</li> </ul>	<p>Student consistently and independently applies grammar, usage, and mechanics by including:</p> <ul style="list-style-type: none"> <li>• Appropriately capitalize holidays, product names, and geographic names</li> <li>• Apostrophes to form contractions and frequently occurring possess</li> <li>• Nouns (collective e.g. group, irregular e.g. feet, plural, and reflexive pronouns e.g. myself, ourselves)</li> <li>• Irregular verbs</li> <li>• Adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>• Produced, expanded, and rearranged complete, simple and compound sentences</li> <li>• Commas in greetings and closings of letters</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

7) Learns and applies spelling patterns and strategies.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>• Uses reference materials (personal dictionaries, word wall) as needed to support correct spelling in written work.</li> <li>• Applies learned patterns and strategies to spell words correctly.</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• Uses reference materials (personal dictionaries, word wall) as needed to support correct spelling in written work.</li> <li>• Applies learned patterns and strategies to spell words correctly.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Uses reference materials (personal dictionaries, word wall) as needed to support correct spelling in written work.</li> <li>• Applies learned patterns and strategies to spell words correctly.</li> </ul>	<p>Student consistently and independently applies spelling rules, patterns, generalizations, and</p> <ul style="list-style-type: none"> <li>• Uses reference materials (personal dictionaries, word wall) as needed to support correct spelling in written work.</li> <li>• Applies learned patterns and strategies to spell words correctly.</li> </ul>

8) Uses technology to produce and publish writing.

Trimester	1	2	3	4
1 <sup>st</sup> & 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
3 <sup>rd</sup>	<p>Student can only use technology with constant guidance and support to produce and publish writing.</p>	<p>Student uses technology with frequent guidance and support to produce and publish writing.</p>	<p>Student uses technology with some guidance and support to produce and publish writing.</p>	<p>Student independently uses technology to produce and publish writing.</p>

## Springfield Grading Benchmarks – SECOND GRADE

### LISTENING AND SPEAKING

1) Clearly expresses ideas orally.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student rarely expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.</li> <li>• Student rarely builds on others' talk in conversations by linking their comments to the remarks of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.</li> <li>• Student occasionally builds on others' talk in conversations by linking their comments to the remarks of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.</li> <li>• Student consistently builds on others' talk in conversations by linking their comments to the remarks of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses and extends grade-appropriate academic vocabulary.</li> <li>• Student consistently uses grade-appropriate conventions of standard English grammar and usage.</li> <li>• Student consistently makes effective choices about language and sentence structure for meaning and style.</li> </ul>

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student is rarely able to retell key ideas presented orally or through media.</li> <li>• Student rarely asks/answers questions about information presented orally or visually in order to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is occasionally able to retell key ideas presented orally or through media.</li> <li>• Student occasionally asks/answers questions about information presented orally or visually in order to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is consistently able to retell key ideas presented orally or through media.</li> <li>• Student consistently asks/answers questions about information presented orally or visually for clarification or in order to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently reports and extends on a topic.</li> <li>• Student consistently recounts stories or experiences with appropriate facts and descriptive details.</li> <li>• Student consistently asks/answers questions about presentations, offering appropriate details.</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

3) Participates in group discussions actively and appropriately.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student rarely engages in group discussions.</li> <li>• Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student rarely asks for clarification and further explanation as needed.</li> <li>• Student rarely extends his/her ideas and understanding in light of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally engages in group discussions.</li> <li>• Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student occasionally asks for clarification and further explanation as needed.</li> <li>• Student occasionally extends his/her ideas and understanding in light of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently engages in group discussions.</li> <li>• Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student consistently asks for clarification and further explanation as needed.</li> <li>• Student consistently extends his/her ideas and understanding in light of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently engages and extends in group discussions.</li> <li>• Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student consistently asks for clarification and further explanation as needed.</li> <li>• Student consistently extends his/her ideas and understanding in light of the discussion.</li> <li>• Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

### MATHEMATICS

#### Operations and Algebraic Thinking

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
<b>ALL</b>	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>• Uses addition and subtraction within 100 to solve one- and two-step word problems</li> <li>• Uses mental math to fluently add and subtract within 20.</li> <li>• Know from memory all sums of 2 1-digit numbers</li> <li>• Determines if a number is odd or even</li> <li>• Uses repeated addition to express the sum of equal partners as rows and columns and an equation</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• Uses addition and subtraction within 100 to solve one- and two-step word problems</li> <li>• Uses mental math to fluently add and subtract within 20.</li> <li>• Know from memory all sums of 2 1-digit numbers</li> <li>• Determines if a number is odd or even</li> <li>• Uses repeated addition to express the sum of equal partners as rows and columns and an equation</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Uses addition and subtraction within 100 to solve one- and two-step word problems</li> <li>• Uses mental math to fluently add and subtract within 20.</li> <li>• Know from memory all sums of 2 1-digit numbers</li> <li>• Determines if a number is odd or even</li> <li>• Uses repeated addition to express the sum of equal partners as rows and columns and an equation</li> </ul>	<p>Student consistently and independently performs and explains the following concepts with critical thinking:</p> <ul style="list-style-type: none"> <li>• Uses addition and subtraction within 100 to solve one- and two-step word problems</li> <li>• Uses mental math to fluently add and subtract within 20.</li> <li>• Know from memory all sums of 2 1-digit numbers</li> <li>• Determines if a number is odd or even</li> <li>• Uses repeated addition to express the sum of equal partners as rows and columns and an equation</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> <li>• Student communicates all mathematical thinking precisely and with accurate vocabulary</li> <li>• Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense</li> </ul>

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
	Student is unable or rarely able to apply a variety of Number and Operations skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
<b>ALL</b>	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 other mathematical concepts

## Springfield Grading Benchmarks – SECOND GRADE

### Numbers and Operations

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
<b>ALL</b>	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>• Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form.</li> <li>• Uses skip counting by 5s, 10s and 100 to count within 1000</li> <li>• Compares three-digit numbers with the symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math>, and <math>\neq</math></li> <li>• Uses place value understanding and properties of addition to add and subtract</li> <li>• Uses mental math to add or subtract 10 or 100 to a given number</li> <li>• Applies and explains multiple addition and subtraction models to add and subtract within 1000 (counting on, make a ten, new groups above/below, show all totals, expanded, ungroup first, and proof drawings)</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form.</li> <li>• Uses skip counting by 5s, 10s and 100 to count within 1000</li> <li>• Compares three-digit numbers with the symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math>, and <math>\neq</math></li> <li>• Uses place value understanding and properties of addition to add and subtract</li> <li>• Uses mental math to add or subtract 10 or 100 to a given number</li> <li>• Applies and explains multiple addition and subtraction models to add and subtract within 1000 (counting on, make a ten, new groups above/below, show all totals, expanded, ungroup first, and proof drawings)</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form.</li> <li>• Uses skip counting by 5s, 10s and 100 to count within 1000</li> <li>• Compares three-digit numbers with the symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math>, and <math>\neq</math></li> <li>• Uses place value understanding and properties of addition to add and subtract</li> <li>• Uses mental math to add or subtract 10 or 100 to a given number</li> <li>• Applies and explains multiple addition and subtraction models to add and subtract within 1000 (counting on, make a ten, new groups above/below, show all totals, expanded, ungroup first, and proof drawings)</li> </ul>	<p>Student consistently and independently performs and explains the following concepts with critical thinking:</p> <ul style="list-style-type: none"> <li>• Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form.</li> <li>• Uses skip counting by 5s, 10s and 100 to count within 1000</li> <li>• Compares three-digit numbers with the symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math>, and <math>\neq</math></li> <li>• Uses place value understanding and properties of addition to add and subtract</li> <li>• Uses mental math to add or subtract 10 or 100 to a given number</li> <li>• Applies and explains multiple addition and subtraction models to add and subtract within 1000 (counting on, make a ten, new groups above/below, show all totals, expanded, ungroup first, and proof drawings)</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> <li>• Student communicates all mathematical thinking precisely and with accurate vocabulary</li> <li>• Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense</li> </ul>

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
	Student is unable or rarely able to apply a variety of Measurement and Data skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
<b>ALL</b>	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 other mathematical concepts

## Springfield Grading Benchmarks – SECOND GRADE

### Measurement and Data

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>• Uses appropriate tools to measure, describe, and compare the length of objects using multiple units of measurement</li> <li>• Estimates length using units of inches, feet, centimeters, and meters</li> <li>• Solves addition and subtraction problems using models</li> <li>• Represents numbers on a number line from 0-100</li> <li>• Reads and writes time from analog/digital clocks in five-minute intervals</li> <li>• Solves one and two step word problems with money</li> <li>• Generates measurement data and graphs it</li> <li>• Solves problems using information from graphs</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• Uses appropriate tools to measure, describe, and compare the length of objects using multiple units of measurement</li> <li>• Estimates length using units of inches, feet, centimeters, and meters</li> <li>• Solves addition and subtraction problems using models</li> <li>• Represents numbers on a number line from 0-100</li> <li>• Reads and writes time from analog/digital clocks in five-minute intervals</li> <li>• Solves one and two step word problems with money</li> <li>• Generates measurement data and graphs it</li> <li>• Solves problems using information from graphs</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Uses appropriate tools to measure, describe, and compare the length of objects using multiple units of measurement</li> <li>• Estimates length using units of inches, feet, centimeters, and meters</li> <li>• Solves addition and subtraction problems using models</li> <li>• Represents numbers on a number line from 0-100</li> <li>• Reads and writes time from analog/digital clocks in five-minute intervals</li> <li>• Solves one and two step word problems with money</li> <li>• Generates measurement data and graphs it</li> <li>• Solves problems using information from graphs</li> </ul>	<p>Student consistently and independently performs and explains the following concepts with critical thinking:</p> <ul style="list-style-type: none"> <li>• Uses appropriate tools to measure, describe, and compare the length of objects using multiple units of measurement</li> <li>• Estimates length using units of inches, feet, centimeters, and meters</li> <li>• Solves addition and subtraction problems using models</li> <li>• Represents numbers on a number line from 0-100</li> <li>• Reads and writes time from analog/digital clocks in five-minute intervals</li> <li>• Solves one and two step word problems with money</li> <li>• Generates measurement data and graphs it</li> <li>• Solves problems using information from graphs</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> <li>• Student communicates all mathematical thinking precisely and with accurate vocabulary</li> <li>• Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense</li> </ul>

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to apply a variety of Geometry skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
<b>ALL</b>	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 other mathematical concepts

## Springfield Grading Benchmarks – SECOND GRADE

### Geometry

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>• Identifies and draw shapes having specified attributes</li> <li>• Partitions a rectangle into rows and columns to determine area</li> <li>• Partitions circles and rectangles into halves, thirds and fourths</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• Identifies and draw shapes having specified attributes</li> <li>• Partitions a rectangle into rows and columns to determine area</li> <li>• Partitions circles and rectangles into halves, thirds and fourths</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Identifies and draw shapes having specified attributes</li> <li>• Partitions a rectangle into rows and columns to determine area</li> <li>• Partitions circles and rectangles into halves, thirds and fourths</li> </ul>	<p>Student consistently and independently performs and explains the following concepts with critical thinking:</p> <ul style="list-style-type: none"> <li>• Identifies and draw shapes having specified attributes</li> <li>• Partitions a rectangle into rows and columns to determine area</li> <li>• Partitions circles and rectangles into halves, thirds and fourths</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> <li>• Student communicates all mathematical thinking precisely and with accurate vocabulary</li> <li>• Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense</li> </ul>

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
<b>ALL</b>	Student in unable or rarely able to apply a variety of Geometry skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

## Springfield Grading Benchmarks – SECOND GRADE

### SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ EARTH, PHYSICAL, and LIFE SCIENCE

	1	2	3	4
<b>Trimester 1</b>	<p>Student rarely demonstrates understanding of key concepts, including:</p> <p>Changes in the Sky</p> <ul style="list-style-type: none"> <li>• The daytime and nighttime skies are different.</li> <li>• Clouds are composed of water and cause precipitation.</li> <li>• The sun warms the land, air, and water.</li> <li>• The sun is a star that is close to the Earth.</li> <li>• The Earth is part of the solar system, which includes seven other planets.</li> <li>• The Earth rotates around the sun, and the moon rotates around the Earth.</li> <li>• Clouds are made of water and precipitation falls from them when the clouds become heavy.</li> <li>• Observe and construct a diagram of the phases of the moon.</li> </ul>	<p>Student sometimes demonstrates understanding of key concepts, including:</p> <p>Changes in the Sky</p> <ul style="list-style-type: none"> <li>• The daytime and nighttime skies are different.</li> <li>• Clouds are composed of water and cause precipitation.</li> <li>• The sun warms the land, air, and water.</li> <li>• The sun is a star that is close to the Earth.</li> <li>• The Earth is part of the solar system, which includes seven other planets.</li> <li>• The Earth rotates around the sun, and the moon rotates around the Earth.</li> <li>• Clouds are made of water and precipitation falls from them when the clouds become heavy.</li> <li>• Observe and construct a diagram of the phases of</li> </ul>	<p>Student consistently demonstrates understanding of key concepts, including:</p> <p>Changes in the Sky</p> <ul style="list-style-type: none"> <li>• The daytime and nighttime skies are different.</li> <li>• Clouds are composed of water and cause precipitation.</li> <li>• The sun warms the land, air, and water.</li> <li>• The sun is a star that is close to the Earth.</li> <li>• The Earth is part of the solar system, which includes seven other planets.</li> <li>• The Earth rotates around the sun, and the moon rotates around the Earth.</li> <li>• Clouds are made of water and precipitation falls from them when the clouds become heavy.</li> <li>• Observe and construct a diagram of the phases of the moon.</li> </ul>	<p>Student consistently and independently demonstrates understanding of key concepts, including:</p> <p>Changes in the Sky</p> <ul style="list-style-type: none"> <li>• The daytime and nighttime skies are different.</li> <li>• Clouds are composed of water and cause precipitation.</li> <li>• The sun warms the land, air, and water.</li> <li>• The sun is a star that is close to the Earth.</li> <li>• The Earth is part of the solar system, which includes seven other planets.</li> <li>• The Earth rotates around the sun, and the moon rotates around the Earth.</li> <li>• Clouds are made of water and precipitation falls from them when the clouds become heavy.</li> <li>• Observe and construct a diagram of the phases of the moon.</li> <li>• Observe and record air temperature data.</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

2	<ul style="list-style-type: none"> <li>• Observe and record air temperature data.</li> <li>• The sun is a star that is at the center of our solar system.</li> <li>• The Earth orbits the sun and the moon orbits the Earth.</li> <li>• The Earth is the third planet in our solar system and the only planet on which life exists.</li> <li>• The solar system is complex and includes other planets, moons, and stars.</li> <li>• Make observations of sunrises and sunsets.</li> <li>• Identify that all forms of precipitation falls from clouds.</li> </ul> <p>Structures and Properties of Matter</p> <ul style="list-style-type: none"> <li>• Measurement and observation tools are used to categorize, represent, and interpret the natural world.</li> <li>• Evidence is used for building, refining, and/or critiquing scientific</li> </ul>	<p>the moon.</p> <ul style="list-style-type: none"> <li>• Observe and record air temperature data.</li> <li>• The sun is a star that is at the center of our solar system.</li> <li>• The Earth orbits the sun and the moon orbits the Earth.</li> <li>• The Earth is the third planet in our solar system and the only planet on which life exists.</li> <li>• The solar system is complex and includes other planets, moons, and stars.</li> <li>• Make observations of sunrises and sunsets.</li> <li>• Identify that all forms of precipitation falls from clouds.</li> </ul> <p>Structures and Properties of Matter</p> <ul style="list-style-type: none"> <li>• Measurement and observation tools are used to categorize, represent, and interpret the natural world.</li> <li>• Evidence is used for building, refining, and/or critiquing scientific</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and record air temperature data.</li> <li>• The sun is a star that is at the center of our solar system.</li> <li>• The Earth orbits the sun and the moon orbits the Earth.</li> <li>• The Earth is the third planet in our solar system and the only planet on which life exists.</li> <li>• The solar system is complex and includes other planets, moons, and stars.</li> <li>• Make observations of sunrises and sunsets.</li> <li>• Identify that all forms of precipitation falls from clouds.</li> </ul> <p>Structures and Properties of Matter</p> <ul style="list-style-type: none"> <li>• Measurement and observation tools are used to categorize, represent, and interpret the natural world.</li> <li>• Evidence is used for building, refining, and/or critiquing scientific</li> </ul>	<ul style="list-style-type: none"> <li>• The sun is a star that is at the center of our solar system.</li> <li>• The Earth orbits the sun and the moon orbits the Earth.</li> <li>• The Earth is the third planet in our solar system and the only planet on which life exists.</li> <li>• The solar system is complex and includes other planets, moons, and stars.</li> <li>• Make observations of sunrises and sunsets.</li> <li>• Identify that all forms of precipitation falls from clouds.</li> </ul> <p>Structures and Properties of Matter</p> <ul style="list-style-type: none"> <li>• Measurement and observation tools are used to categorize, represent, and interpret the natural world.</li> <li>• Evidence is used for building, refining, and/or critiquing scientific explanations.</li> <li>• Scientific knowledge builds</li> </ul>
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## Springfield Grading Benchmarks – SECOND GRADE

3	<p>explanations.</p> <ul style="list-style-type: none"> <li>Scientific knowledge builds upon itself over time.</li> <li>Solids, liquids, and objects have properties that can be used to describe and group the objects.</li> <li>A solid has a definite shape, but a liquid does not; a liquid takes the shape of the container it is in.</li> <li>A gas does not have definite shape or volume; it expands or contracts to fill the shape of the container it is in.</li> </ul> <p>Interactions of Living Things</p> <ul style="list-style-type: none"> <li>All living things need food, water, air, and shelter to survive.</li> <li>Nonliving things do not need food, water, air, or shelter to survive.</li> <li>Living creatures interact with their environment.</li> <li>Living things share common characteristics that allow them to be grouped together.</li> <li>Living creatures interact</li> </ul>	<p>explanations.</p> <ul style="list-style-type: none"> <li>Scientific knowledge builds upon itself over time.</li> <li>Solids, liquids, and objects have properties that can be used to describe and group the objects.</li> <li>A solid has a definite shape, but a liquid does not; a liquid takes the shape of the container it is in.</li> <li>A gas does not have definite shape or volume; it expands or contracts to fill the shape of the container it is in.</li> </ul> <p>Interactions of Living Things</p> <ul style="list-style-type: none"> <li>All living things need food, water, air, and shelter to survive.</li> <li>Nonliving things do not need food, water, air, or shelter to survive.</li> <li>Living creatures interact with their environment.</li> <li>Living things share common characteristics that allow them to be grouped together.</li> <li>Living creatures interact</li> </ul>	<p>explanations.</p> <ul style="list-style-type: none"> <li>Scientific knowledge builds upon itself over time.</li> <li>Solids, liquids, and objects have properties that can be used to describe and group the objects.</li> <li>A solid has a definite shape, but a liquid does not; a liquid takes the shape of the container it is in.</li> <li>A gas does not have definite shape or volume; it expands or contracts to fill the shape of the container it is in.</li> </ul> <p>Interactions of Living Things</p> <ul style="list-style-type: none"> <li>All living things need food, water, air, and shelter to survive.</li> <li>Nonliving things do not need food, water, air, or shelter to survive.</li> <li>Living creatures interact with their environment.</li> <li>Living things share common characteristics that allow them to be grouped together.</li> <li>Living creatures interact with their environments.</li> </ul>	<p>upon itself over time.</p> <ul style="list-style-type: none"> <li>Solids, liquids, and objects have properties that can be used to describe and group the objects.</li> <li>A solid has a definite shape, but a liquid does not; a liquid takes the shape of the container it is in.</li> <li>A gas does not have definite shape or volume; it expands or contracts to fill the shape of the container it is in.</li> </ul> <p>Student makes insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <p>Interactions of Living Things</p> <ul style="list-style-type: none"> <li>All living things need food, water, air, and shelter to survive.</li> <li>Nonliving things do not need food, water, air, or shelter to survive.</li> <li>Living creatures interact with their environment.</li> <li>Living things share common characteristics that allow them to be grouped together.</li> <li>Living creatures interact with their environments.</li> <li>Living creatures reproduce in</li> </ul>
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## Springfield Grading Benchmarks – SECOND GRADE

<b>ALL</b>	<p>with their environments.</p> <ul style="list-style-type: none"> <li>• Living creatures reproduce in ways that are specific to their class.</li> <li>• Living creatures share common characteristics that allow living creatures to be grouped together.</li> <li>• Fossils provide information about the plants and animals that loved long ago.</li> <li>• Vocabulary associated with the structure and behavior of animals.</li> <li>• Characteristics of mammals, birds, and reptiles.</li> <li>• Group living and nonliving things according to the characteristics they share.</li> </ul> <p>Student is unable or rarely able to communicate using acquired vocabulary.</p>	<p>with their environments.</p> <ul style="list-style-type: none"> <li>• Living creatures reproduce in ways that are specific to their class.</li> <li>• Living creatures share common characteristics that allow living creatures to be grouped together.</li> <li>• Fossils provide information about the plants and animals that loved long ago.</li> <li>• Vocabulary associated with the structure and behavior of animals.</li> <li>• Characteristics of mammals, birds, and reptiles.</li> <li>• Group living and nonliving things according to the characteristics they share.</li> </ul> <p>Student is beginning to communicate or sometimes communicates using acquired vocabulary.</p>	<ul style="list-style-type: none"> <li>• Living creatures reproduce in ways that are specific to their class.</li> <li>• Living creatures share common characteristics that allow living creatures to be grouped together.</li> <li>• Fossils provide information about the plants and animals that loved long ago.</li> <li>• Vocabulary associated with the structure and behavior of animals.</li> <li>• Characteristics of mammals, birds, and reptiles.</li> <li>• Group living and nonliving things according to the characteristics they share.</li> </ul> <p>Student communicates using acquired vocabulary.</p>	<p>ways that are specific to their class.</p> <ul style="list-style-type: none"> <li>• Living creatures share common characteristics that allow living creatures to be grouped together.</li> <li>• Fossils provide information about the plants and animals that loved long ago.</li> <li>• Vocabulary associated with the structure and behavior of animals.</li> <li>• Characteristics of mammals, birds, and reptiles.</li> <li>• Group living and nonliving things according to the characteristics they share.</li> </ul> <p>Student communicates all scientific thinking precisely and with accurate vocabulary.</p>
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## Springfield Grading Benchmarks – SECOND GRADE

2) Applies knowledge to solve scientific investigations.

Trimester	1	2	3	4
ALL	Student is rarely able to use scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).	<ul style="list-style-type: none"> <li>• Student is beginning to learn through discovery.</li> <li>• Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).</li> </ul>	<ul style="list-style-type: none"> <li>• Student learns through discovery.</li> <li>• Student consistently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).</li> </ul>	Student consistently and independently extends scientific understanding to problem-solving situations and/or applications to real-life situations.

## Springfield Grading Benchmarks – SECOND GRADE

### SOCIAL STUDIES

1) Demonstrates understanding of concepts.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Trimester 1</b>	<p>Student rarely demonstrates understanding of key concepts, including:</p> <p><b>RULES AND LAWS AND OUR COMMUNITY</b>            6.3.4.A.2 – Contact local official and community members to acquire information and/or discuss local issues.            6.3.4.A.3 – Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <ul style="list-style-type: none"> <li>• Kinds of communities</li> <li>• Urban, rural, suburban</li> <li>• What is our community like?</li> <li>• Community leaders/Local officials</li> <li>• Local issues – What are they?</li> <li>• Action plan</li> </ul>	<p>Student sometimes demonstrates understanding of key concepts, including:</p> <p><b>RULES AND LAWS AND OUR COMMUNITY</b>            6.3.4.A.2 – Contact local official and community members to acquire information and/or discuss local issues.            6.3.4.A.3 – Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <ul style="list-style-type: none"> <li>• Kinds of communities</li> <li>• Urban, rural, suburban</li> <li>• What is our community like?</li> <li>• Community leaders/Local officials</li> <li>• Local issues – What are they?</li> <li>• Action plan</li> </ul>	<p>Student consistently demonstrates understanding of key concepts, including:</p> <p><b>RULES AND LAWS AND OUR COMMUNITY</b>            6.3.4.A.2 – Contact local official and community members to acquire information and/or discuss local issues.            6.3.4.A.3 – Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <ul style="list-style-type: none"> <li>• Kinds of communities</li> <li>• Urban, rural, suburban</li> <li>• What is our community like?</li> <li>• Community leaders/Local officials</li> <li>• Local issues – What are they?</li> <li>• Action plan</li> </ul>	<p>Student consistently and independently demonstrates understanding of key concepts, including:</p> <p><b>RULES AND LAWS AND OUR COMMUNITY</b>            6.3.4.A.2 – Contact local official and community members to acquire information and/or discuss local issues.            6.3.4.A.3 – Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <ul style="list-style-type: none"> <li>• Kinds of communities</li> <li>• Urban, rural, suburban</li> <li>• What is our community like?</li> <li>• Community leaders/Local officials</li> <li>• Local issues – What are they?</li> <li>• Action plan</li> </ul>

## Springfield Grading Benchmarks – SECOND GRADE

<p><b>Trimester 2</b></p>	<p>Student rarely demonstrates understanding of key concepts, including:</p> <p><b>BLACK HISTORY</b> 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <ul style="list-style-type: none"> <li>• Who was Dr. Martin Luther King, Jr?</li> <li>• What did he stand for?</li> <li>• What effect did his death have on the nation?</li> <li>• Rosa Parks</li> <li>• Harriet Tubman</li> <li>• Abraham Lincoln – freeing slaves</li> <li>• Fredrick Douglas</li> </ul> <p>Active citizens in the 21<sup>st</sup> century</p> <ul style="list-style-type: none"> <li>• people have different perspectives</li> <li>• prejudice and discrimination</li> <li>• need for fairness</li> <li>• resolving conflict</li> </ul>	<p>Student sometimes demonstrates understanding of key concepts, including:</p> <p><b>BLACK HISTORY</b> 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <ul style="list-style-type: none"> <li>• Who was Dr. Martin Luther King, Jr?</li> <li>• What did he stand for?</li> <li>• What effect did his death have on the nation?</li> <li>• Rosa Parks</li> <li>• Harriet Tubman</li> <li>• Abraham Lincoln – freeing slaves</li> <li>• Fredrick Douglas</li> </ul> <p>Active citizens in the 21<sup>st</sup> century</p> <ul style="list-style-type: none"> <li>• people have different perspectives</li> <li>• prejudice and discrimination</li> <li>• need for fairness</li> <li>• resolving conflict</li> </ul>	<p>Student consistently demonstrates understanding of key concepts, including:</p> <p><b>BLACK HISTORY</b> 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <ul style="list-style-type: none"> <li>• Who was Dr. Martin Luther King, Jr?</li> <li>• What did he stand for?</li> <li>• What effect did his death have on the nation?</li> <li>• Rosa Parks</li> <li>• Harriet Tubman</li> <li>• Abraham Lincoln – freeing slaves</li> <li>• Fredrick Douglas</li> </ul> <p>Active citizens in the 21<sup>st</sup> century</p> <ul style="list-style-type: none"> <li>• people have different perspectives</li> <li>• prejudice and discrimination</li> <li>• need for fairness</li> <li>• resolving conflict</li> </ul>	<p>Student consistently and independently demonstrates understanding of key concepts, including:</p> <p><b>BLACK HISTORY</b> 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <ul style="list-style-type: none"> <li>• Who was Dr. Martin Luther King, Jr?</li> <li>• What did he stand for?</li> <li>• What effect did his death have on the nation?</li> <li>• Rosa Parks</li> <li>• Harriet Tubman</li> <li>• Abraham Lincoln – freeing slaves</li> <li>• Fredrick Douglas</li> </ul> <p>Active citizens in the 21<sup>st</sup> century</p> <ul style="list-style-type: none"> <li>• people have different perspectives</li> <li>• prejudice and discrimination</li> <li>• need for fairness</li> <li>• resolving conflict</li> </ul>
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## Springfield Grading Benchmarks – SECOND GRADE

<b>Trimester 3</b>	<p>Student rarely demonstrates understanding of key concepts, including:</p> <p><b>WANTS, NEEDS, AND RESOURCES</b>          6.1.4.C.1 – Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.          6.1.4.C.2 – Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <ul style="list-style-type: none"> <li>• Goods and trades</li> <li>• Opportunity cost</li> <li>• What are needs?</li> <li>• What are wants?</li> <li>• Shelter</li> <li>• Scarcity</li> <li>• Technology</li> </ul>	<p>Student sometimes demonstrates understanding of key concepts, including:</p> <p><b>WANTS, NEEDS, AND RESOURCES</b>          6.1.4.C.1 – Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.          6.1.4.C.2 – Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <ul style="list-style-type: none"> <li>• Goods and trades</li> <li>• Opportunity cost</li> <li>• What are needs?</li> <li>• What are wants?</li> <li>• Shelter</li> <li>• Scarcity</li> <li>• Technology</li> </ul>	<p>Student consistently demonstrates understanding of key concepts, including:</p> <p><b>WANTS, NEEDS, AND RESOURCES</b>          6.1.4.C.1 – Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.          6.1.4.C.2 – Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <ul style="list-style-type: none"> <li>• Goods and trades</li> <li>• Opportunity cost</li> <li>• What are needs?</li> <li>• What are wants?</li> <li>• Shelter</li> <li>• Scarcity</li> <li>• Technology</li> </ul>	<p>Student consistently and independently demonstrates understanding of key concepts, including:</p> <p><b>WANTS, NEEDS, AND RESOURCES</b>          6.1.4.C.1 – Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.          6.1.4.C.2 – Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <ul style="list-style-type: none"> <li>• Goods and trades</li> <li>• Opportunity cost</li> <li>• What are needs?</li> <li>• What are wants?</li> <li>• Shelter</li> <li>• Scarcity</li> <li>• Technology</li> </ul>
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2) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
ALL	Student rarely adds meaningful contributions to classroom discussions and activities.	Student sometimes adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.