



# **STANDARDS BASED REPORT CARD**

## **GRADE 2 RUBRICS**

DIVISION OF ACADEMIC SERVICES/SPECIAL PROGRAMS  
SEPTEMBER 2025

## **SECOND GRADE RUBRICS**

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Instructional Technology
- Health
- Art
- Music

ELA  
Grade 2 Standard Based Report Card  
Rubric

Language Domain

Foundational Skills: Reading Language

<b>Know and apply grade level phonics and word analysis skills in decoding words</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	Rarely applies phonics and word analysis strategies in decoding words	Inconsistently applies phonics and word analysis strategies in decoding words but does so with partial accuracy	Consistently applies phonics and word analysis strategies in decoding words with sufficient accuracy to support comprehension	Consistently applies phonics and word analysis strategies in decoding words with sufficient accuracy to support comprehension of higher level text

Reads grade level text with Fluency				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	<p>Rarely reads grade level text</p> <p>Reads with insufficient accuracy and fluency that hinders comprehension</p>	<p>Inconsistently reads grade level text with understanding</p> <p>Reading contains inappropriate accuracy rate and expression that compromises comprehension</p> <p>Inconsistently uses context to confirm meaning and seldom self corrects or rereads for understanding</p>	<p>Consistently reads grade level text with purpose and understanding</p> <p>Reads grade level text orally with accuracy, appropriate rate, and expression</p> <p>Uses context to confirm or self-correct word recognition and understanding, rereading when necessary</p>	<p>Consistently reads text above grade level with purpose and understanding</p> <p>Reads text above grade level orally with accuracy, appropriate rate, and expression</p> <p>When reading text above grade level, uses context to confirm or self-correct word recognition and understanding, rereading when necessary</p>

### Foundational Skills: Writing Language

Sound-Letter Basics				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	<p>The writing is often difficult to read due to frequent issues with letter formation and spacing</p> <p>Struggles to write continuously, stopping frequently to consider how to form letters or spell words</p>	<p>The writing is generally readable but may have occasional issues with letter formation or spacing that makes some parts difficult to read</p> <p>Pauses occasionally to think about letter formation and spelling</p>	<p>Writes legibly and with sufficient fluency to support composition</p>	

<b>Demonstrates command of the conventions of encoding and spelling</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standards</b>	<b>4=Exceeds Standard</b>
1 <sup>st</sup> -2 <sup>nd</sup>	Rarely demonstrates command of spelling two-syllable words	Inconsistently demonstrates command of spelling two- syllable words	Consistently demonstrates command of spelling two-syllable words	Consistently demonstrates command of spelling two and three syllable words
3 <sup>rd</sup> -4 <sup>th</sup>	Rarely demonstrates command of spelling two syllable words, words with suffixes, and words used most often in English	Inconsistently demonstrates command of spelling two syllable words, words with suffixes, and words used most often in English	Consistently demonstrates command of spelling two syllable words, words with suffixes, and words used most often in English	Consistently demonstrates command of spelling words with less common and complex graphemes, multi syllable words that combine all basic syllable types , words with suffixes, and spelling common words in English including regular and irregular forms

<b>Demonstrate command and use of conventions of writing</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	Rarely capitalizes and punctuates correctly; most sentences are fragments	Inconsistently capitalizes and punctuates properly; sentences are Inconsistently fragmented	Consistently capitalizes and punctuates properly; sentences contain a subject and predicate	Consistently capitalizes and punctuates with accuracy beyond grade level, often incorporating commas, apostrophes, and quotation marks; complex sentences are created using conjunctions

<b>Link sentences into a simple cohesive paragraph</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
3 <sup>rd</sup> -4 <sup>th</sup>	With prompts and support, struggles to link sentences into a simple cohesive paragraph  Attempts at constructing a paragraph show limited understanding of paragraph structure and cohesion	With significant support, is able to link sentences into a simple cohesive paragraph  Requires guidance when constructing a paragraph as ideas may sometimes be unclear	With limited support links sentences into a simple cohesive paragraph  Paragraph shows a basic understanding of structure	Without support, organizes ideas in paragraphs with main idea and supporting details  Paragraphs contain various sentence types showing an extensive understanding of sentence structure

### Reading Domain

Asks and answers questions to demonstrate understanding of key details in literary and informational text referring explicitly to the text as the basis for answers				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	With prompting and support, is unable to ask and answer questions about key details in a literary and informational text	Inconsistently asks and answer questions about key details in a literary and informational text but does so with partial accuracy or inconsistency, Inconsistently referring explicitly to the text as the basis for the answer	Consistently asks and answer questions to demonstrate understanding of key details in literary and informational text, referring explicitly to the text as the basis for the answers	Consistently asks and answers questions and makes relevant connections to demonstrate understanding of literary text, referring explicitly to textual evidence as a basis for the answers

Recount a text and determine the central message and main topic				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	<p>Recounting lacks accuracy, showing significant misunderstanding of the text</p> <p>Rarely able to identify the central message and main topic of both literary and informational text</p>	<p>Inconsistently recounts a text in oral and written form</p> <p>Inconsistently able to identify the central message and main topic of literary and informational text but does so with partial accuracy</p>	<p>Consistently recounts a text in oral and written form and showing thorough comprehension</p> <p>Consistently identifies the central message and main topic of literary and informational text</p>	<p>Consistently recounts a text in oral and written form with key details and explains how the details support the central message or main topic</p>

Describe the overall structure of a text				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	<p>Rarely able to describe how the beginning introduces the story, ending concludes the story and how each part builds on earlier sections</p> <p>Rarely able to effectively use text features to locate information</p>	<p>Inconsistently able to describe how the beginning introduces the story, ending concludes the story and how each part builds on earlier sections</p> <p>Inconsistently able to effectively use text features to locate information</p>	<p>Consistently able to describe how the beginning introduces the story, ending concludes the story and how each part builds on earlier sections</p> <p>Consistently able to effectively use text features to locate information</p>	<p>Consistently able to utilize and reference features of a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections</p> <p>Consistently able to utilize and reference features of a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic</p>

## Writing Domain

Writing to express ideas for different purposes				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	Rarely able to introduce, develop, and provide a conclusion when writing to express ideas for different purposes	Inconsistently introduces, develops, and provides a conclusion when writing to express ideas for different purposes	Consistently introduces, develops, and provides a conclusion when writing to express ideas for different purposes	Consistently introduces, develops, links ideas using transitional words, and provides a conclusion when writing to express ideas for different purposes

### Speaking and Listening Domain

Participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standards	4=Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	<p>Rarely participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>Rarely follows agreed-upon norms for discussions, or builds on others' talk in conversations</p>	<p>Inconsistently participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>Inconsistently follows agreed- upon norms for discussions and inconsistently follows agreed- upon norms for discussions, or builds on others' talk in conversations</p>	<p>Consistently participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>Consistently follows agreed- upon norms for discussions, build on others' talk in conversations by linking their explicit comments to the remarks of others, and asks for clarification and further explanation as needed about the topics and texts under discussion</p>	<p>Consistently participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>Consistently follows agreed- upon norms for discussions, ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others, and explains their own ideas and understanding</p>

Mathematics  
Grade 2 Standard Based Report Card  
Rubric

## Operations and Algebraic Thinking

<b>Uses addition within 100 to solve word problems</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> , 2 <sup>nd</sup> & 4 <sup>th</sup>	Student is unable to solve addition word problems within 100 using drawings and equations to represent the problem.	Student is sometimes able to solve addition word problems within 100 using drawings and equations to represent the problem.	Student is able to solve addition word problems within 100 using drawings and equations to represent the problem.	Student is able to solve addition word problems with numbers greater than 100 using drawings and equations to represent the problem.

<b>Uses subtraction within 100 to solve word problems</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> , 2 <sup>nd</sup> & 4 <sup>th</sup>	Student is unable to solve subtraction word problems within 100 using drawings and equations to represent the problem.	Student is sometimes able to solve subtraction word problems within 100 using drawings and equations to represent the problem.	Student is able to solve subtraction word problems within 100 using drawings and equations to represent the problem.	Student is able to solve subtraction word problems with numbers greater than 100 using drawings and equations to represent the problem.

<b>Adds within 20 using mental strategies with accuracy and efficiency</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> & 2 <sup>nd</sup>	Student is unable to fluently add within 20 using mental strategies.	Student is sometimes able to fluently add within 20 using mental strategies.	Student is able to fluently add within 20 using mental strategies.	Student is able to fluently add number with sums greater than 20 using mental strategies.

<b>Subtracts within 20 using mental strategies with accuracy and efficiency</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> & 2 <sup>nd</sup>	Student is unable to fluently subtract within 20 using mental strategies.	Student is sometimes able to fluently subtract within 20 using mental strategies.	Student is able to fluently subtract within 20 using mental strategies.	Student is able to fluently subtract from a number greater than 20 using mental strategies.

<b>Works with equal groups of objects to gain foundations of multiplication</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> & 4 <sup>th</sup>	Student is unable to determine if a group of objects is even or odd and use addition to find the total number of objects in arrays with up to 5 rows and 5 columns.	Student is sometimes able to determine if a group of objects shows an even or odd number and use addition to find the total number of objects in arrays with up to 5 rows and 5 columns.	Student is able to determine if a group of objects shows an even or odd number and use addition to find the total number of objects in arrays with up to 5 rows and 5 columns.	Student is able to determine if a group of objects shows an even or odd number and use addition to find the total number of objects in arrays with more than 5 rows and 5 columns.

## Number and Operations in Base Ten

Recognizes that the 3-digits of a 3-digit number represent amounts of hundreds, tens and ones				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup>	Student is unable to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal description.	Student is sometimes able to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal description.	Student is able to demonstrate understanding of place value of 3 digit numbers using models/ manipulatives, place value charts and verbal description.	Student is able to demonstrate understanding of place value of 4 digit numbers using models/ manipulatives, place value charts and verbal description.

Counts within 1000; skip counts by 5s, 10s and 100s				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 <sup>nd</sup> & 3 <sup>rd</sup>	Student is unable to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is sometimes able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is able to count by 1s, 5s, 10s and 100s to 1000 beginning at any multiple of 1, 5, 10, or 100.	Student is consistently able to count by 1s, 5s, 10s and 100s to more than 1000 beginning at any multiple of 1, 5, 10, or 100.

Reads and writes numbers within 1000				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup>	Student is unable to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.	Student is sometimes able to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.	Student is able to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.	Student is able to read and write numbers correctly beyond 1000 using base-ten numerals, number names and expanded form.

<b>Compares 2 three digit numbers using &gt;, &lt; and = symbols</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup>	Student is unable to compare three-digit numbers using >, < and = symbols.	Student is sometimes able to compare three-digit numbers using >, < and = symbols.	Student is able to compare three-digit numbers using >, < and = symbols.	Student is able to compare four-digit numbers using >, < and = symbols.

<b>Uses understanding of place value and properties of operations to add within 100 with accuracy and efficiency</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> & 2 <sup>nd</sup>	Student is unable to add within 100 using strategies with accuracy and efficiency.	Student is sometimes able to add within 100 using strategies with accuracy and efficiency.	Student is able to add within 100 using strategies with accuracy and efficiency.	Student is able to add with numbers greater than 100 using strategies with accuracy and efficiency.

<b>Uses understanding of place value and properties of operations to subtract within 100 with accuracy and efficiency</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> & 2 <sup>nd</sup>	Student is unable to subtract within 100 using strategies with accuracy and efficiency.	Student is sometimes able to subtract within 100 using strategies with accuracy and efficiency.	Student is able to subtract within 100 using strategies with accuracy and efficiency.	Student is able to subtract with numbers greater than 100 using strategies with accuracy and efficiency.

<b>Adds up to 4 two-digit numbers using strategies based on place value and properties of operations</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup>	Student is unable to use strategies based on place value and properties of operations to add up to 4 two-digit numbers.	Student is sometimes able to use strategies based on place value and properties of operations to add up to 4 two-digit numbers.	Student is able to use strategies based on place value and properties of operations to add up to 4 two-digit numbers.	Student is able to use strategies based on place value and properties of operations to add more than 4 two-digit numbers.

<b>Adds within 1000 using concrete models, drawing or strategies</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup>	Student is unable to add within 1000 using concrete models, drawings or strategies.	Student is sometimes able to add within 1000 using concrete models, drawings or strategies.	Student is able to add within 1000 using concrete models, drawings or strategies.	Student is able to add with numbers greater than 1000 using concrete models, drawings or strategies.

<b>Subtracts within 1000 using concrete models, drawing or strategies</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup>	Student is unable to subtract within 1000 using concrete models, drawings or strategies.	Student is sometimes able to subtract within 1000 using concrete models, drawings or strategies.	Student is able to subtract within 1000 using concrete models, drawings or strategies.	Student is able to subtract with numbers greater than 1000 using concrete models, drawings or strategies.

<b>Mentally adds 10 or 100 to a given number from 100 – 900</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup>	Student is unable to add 10 or 100 to a given number from 100 - 900.	Student is sometimes able to add 10 or 100 to a given number from 100 - 900.	Student is able to add 10 or 100 to a given number from 100 - 900.	Student is able to add 10 or 100 to a given number greater than 900.

<b>Mentally subtracts 10 or 100 to a given number from 100 – 900</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup>	Student is unable to subtract 10 or 100 to a given number from 100 - 900.	Student is sometimes able to subtract 10 or 100 to a given number from 100 - 900.	Student is able to subtract 10 or 100 to a given number from 100 - 900.	Student is able to subtract 10 or 100 to a given number greater than 900.

<b>Explains why addition strategies work using place value and properties of operations</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup>	Student is unable to explain why addition strategies work using understanding of place value, properties of operations and patterns.	Student is sometimes able to explain why addition strategies work using understanding of place value, properties of operations and	Student is able to explain why addition strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why addition strategies work using understanding of place value, properties of operations and patterns in novel or

		patterns.		sophisticated ways beyond the strategies taught.
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<b>Explains why subtraction strategies work using place value and properties of operations</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standard</b>	<b>4= Exceeds Standard</b>
2 <sup>nd</sup> & 3 <sup>rd</sup>	Student is unable to explain why subtraction strategies work using understanding of place value, properties of operations and patterns.	Student is sometimes able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns.	Student is able to explain why subtraction strategies work using understanding of place value, properties of operations and patterns in novel or sophisticated ways beyond the strategies taught.

## Measurement

Measures and estimates length in standard units including inches, feet, centimeters, and meters using appropriate tools				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard* <i>*Must be able to do all of the skills to achieve this rating.</i>	4= Exceeds Standard* <i>*Must be able to do all of the skills to achieve this rating.</i>
4 <sup>th</sup>	Student is unable to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters. or Student is unable to choose the appropriate tool to measure lengths.	Student is sometimes able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters. and Student is sometimes able to choose the appropriate tool to measure lengths.	Student is able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters. and Student is able to choose the appropriate tool to measure lengths.	Student is consistently able to use standard and metric units to measure and estimate length in inches, feet, centimeters, and meters. and Student is consistently able to choose the appropriate tool to measure lengths.

Measures to determine how much longer one object is than another				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 <sup>th</sup>	Student is unable to determine how much longer one object is than another.	Student is sometimes able to determine how much longer one object is than another.	Student is able to determine how much longer one object is than another.	Student is consistently able to determine how much longer one object is than another.

<b>Uses addition and subtraction to solve word problems involving lengths</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 <sup>th</sup>	Student is unable to use addition and subtraction to solve word problems involving lengths.	Student can sometimes use addition and subtraction to solve word problems involving lengths.	Student use addition and subtraction to solve word problems involving lengths.	Student can consistently use addition and subtraction to solve word problems involving lengths.

<b>Represents whole numbers as lengths from 0 and represents whole number sums and differences within 100 on a number line diagram</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 <sup>th</sup>	Student is unable to represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 on a number line diagram.	Student is sometimes able to represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 on a number line diagram.	Student is able to represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 on a number line diagram.	Student is consistently able to represent whole numbers as lengths on a number line and represent whole number sums and differences greater than 100 on a number line diagram.

<b>Tells and writes time from analog and digital clocks to the nearest 5 minutes using A.M. and P.M.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard* <i>*Student must be able to do all of the skills to achieve this rating.</i>	4= Exceeds Standard* <i>*Student must be able to do all of the skills to achieve this rating.</i>
3 <sup>rd</sup>	<p>Student is unable to accurately draw the hour and minute hand to show a given time on an analog clock.</p> <p>or</p> <p>Student is unable to tell time to the nearest 5 minutes on analog and digital clocks.</p> <p>or</p> <p>Student is unable to distinguish between A.M. and P.M.</p>	<p>Student is sometimes able to accurately draw the hour and minute hand to show a given time on an analog clock.</p> <p>and Student is sometimes able to tell time to the nearest 5 minutes on analog and digital clocks.</p> <p>and Student is sometimes able to distinguish between A.M. and P.M.</p>	<p>Student is able to accurately draw the hour and minute hand to show a given time on an analog clock.</p> <p>and Student is able to tell time to the nearest 5 minutes on analog and digital clocks.</p> <p>and Student is able to distinguish between A.M. and P.M.</p>	<p>Student is consistently able to accurately draw the hour and minute hand to show a given time on an analog clock to the nearest minute.</p> <p>and Student is able to tell time to the nearest minute on analog and digital clocks.</p> <p>and Student is consistently able to distinguish between A.M. and P.M.</p>

<b>Solves word problems involving dollar bills, quarters, dimes, nickels and pennies</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standard</b>	<b>4= Exceeds Standard</b>
2 <sup>nd</sup> & 3 <sup>rd</sup>	Student is unable to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Student can sometimes solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Student can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Student can consistently solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.

**Data Literacy**

<b>Creates line plots to represent measurement data where the horizontal scale is marked off in whole number units</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standard</b>	<b>4= Exceeds Standard</b>
4 <sup>th</sup>	Student is unable to organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	Student can sometimes organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	Student can organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.	Student can consistently organize, represent and interpret measurement data on a line plot with whole number units on the horizontal scale.

Draws and interprets picture graphs and bar graphs that represent a data set with up to 4 categories				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard* <i>*Student must be able to do all of the skills to achieve this rating.</i>	4= Exceeds Standard* <i>*Student must be able to do all of the skills to achieve this rating.</i>
4 <sup>th</sup>	Student is unable to organize, represent, and interpret data from a picture or bar graph. or Student is unable to use the information in a picture or bar graph to solve a problem.	Student is sometimes able to organize, represent, and interpret data from a picture or bar graph. and Student is sometimes able to use the information in a picture or bar graph to solve a problem.	Student is able to organize, represent, and interpret data from a picture or bar graph. and Student is able to use the information in a picture or bar graph to solve a problem.	Student is consistently able to organize, represent, and interpret data from a picture or bar graph. and Student is consistently able to use the information in a picture or bar graph to solve a problem.

## Geometry

<b>Recognizes and draws shapes having specified attributes, such as a given number of angles and faces</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 <sup>th</sup>	Student is unable able to draw, describe, classify, and analyze 2-D and 3-D objects based on the attributes.	Student can sometimes draw, describe, classify, and analyze 2-D and 3-D objects based on the attributes.	Student can draw, describe, classify, and analyze 2-D and 3-D objects based on the attributes.	Student can consistently draw, describe, classify, and analyze 2-D and 3-D objects based on the attributes.

<b>Identifies triangles, quadrilaterals, pentagons, hexagons and cubes</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 <sup>th</sup>	Student is unable to identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student can sometimes identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student consistently identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.

<b>Partitions a rectangle into rows and columns of the same-size squares and counts to find the total number</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 <sup>th</sup>	Student is unable to partition a rectangle into rows and columns of the same size squares and count the total number of squares.	Student is sometimes able to partition a rectangle into rows and columns of the same size squares and count the total number of squares.	Student can partition a rectangle into rows and columns of the same size squares and count the total number of squares.	Student is able to consistently partition a rectangle into rows and columns of the same size squares and count the total number of squares.

Partitions circles or rectangles into 2, 3 or 4 equal shares; uses words halves, thirds and fourths				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard* <i>*Student must be able to do all of the skills to achieve this rating.</i>	4= Exceeds Standard* <i>*Student must be able to do all of the skills to achieve this rating.</i>
4 <sup>th</sup>	Student is unable to partition circles or rectangles into 2, 3, or 4 equal shares. or Student is unable to use words halves, thirds, and fourths.	Student sometimes partitions circles or rectangles into 2, 3, or 4 equal shares. and Student sometimes uses words halves, thirds, and fourths.	Student can partition circles or rectangles into 2, 3, or 4 equal shares. and Student uses words halves, thirds, and fourths.	Student is able to consistently partition circles or rectangles into 2, 3, or 4 equal shares. and Student can consistently use words halves, thirds, and fourths.

Science  
Grade 2 Standard Based Report Card  
Rubric

<b>Science and Engineering Practice 1:</b> Asks and identifies questions that can be answered by an investigation.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaching standard – Students can accomplish at least one of the following with limited assistance:	3= Meets standard – Students can accomplish all of the following:	4= Exceeds standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
	<ul style="list-style-type: none"> <li>● Ask questions based on observations to find more information about the natural and/or designed world(s).</li> <li>● Ask and/or identify questions that can be answered by an investigation.</li> <li>● Define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions based on observations to find more information about the natural and/or designed world(s).</li> <li>● Ask and/or identify questions that can be answered by an investigation.</li> <li>● Define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions based on observations to find more information about the natural and/or designed world(s).</li> <li>● Ask and/or identify questions that can be answered by an investigation.</li> <li>● Define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions about what would happen if a variable is changed.</li> <li>● Identify scientific (testable) and non-scientific (non- testable) questions.</li> <li>● Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.</li> <li>● Use prior knowledge to describe problems that can be solved.</li> <li>● Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.</li> </ul>

<p><b>Science and Engineering Practice 2:</b> Uses scientific models to represent relationships, such as size and pattern, in the natural and human- made world (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard).</p>	<p>1= Needs support – Students require significant assistance to accomplish all of the following:</p>	<p>2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:</p>	<p>3= Meets the standard – Students can accomplish all of the following:</p>	<p>4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:</p>
	<ul style="list-style-type: none"> <li>● Distinguish between a model and the actual object, process, and/or events the model represents.</li> <li>● Compare models to identify common features and differences.</li> <li>● Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).</li> <li>● Develop a simple model based on evidence to represent a proposed object or tool.</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish between a model and the actual object, process, and/or events the model represents.</li> <li>● Compare models to identify common features and differences.</li> <li>● Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).</li> <li>● Develop a simple model based on evidence to represent a proposed object or tool.</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish between a model and the actual object, process, and/or events the model represents.</li> <li>● Compare models to identify common features and differences.</li> <li>● Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).</li> <li>● Develop a simple model based on evidence to represent a proposed object or tool.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify limitations of models.</li> <li>● Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events.</li> <li>● Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution.</li> <li>● Develop and/or use models to describe and/or predict phenomena.</li> <li>● Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.</li> <li>● Use a model to test cause and effect relationships or interactions concerning the functioning of a</li> </ul>

				natural or designed system.
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<p><b>Science and Engineering Practice 3:</b> Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question.</p>	<p>1= Needs support – Students require significant assistance to accomplish all of the following:</p>	<p>2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:</p>	<p>3= Meets the standard – Students can accomplish all of the following:</p>	<p>4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:</p>
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	<ul style="list-style-type: none"> <li>● With guidance, plan and conduct an investigation in collaboration with peers (for K).</li> <li>● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</li> <li>● Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.</li> <li>● Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.</li> <li>● Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal.</li> <li>● Make predictions based on prior experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance, plan and conduct an investigation in collaboration with peers (for K).</li> <li>● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</li> <li>● Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.</li> <li>● Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.</li> <li>● Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal.</li> <li>● Make predictions based on prior experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance, plan and conduct an investigation in collaboration with peers (for K).</li> <li>● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</li> <li>● Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.</li> <li>● Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.</li> <li>● Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal.</li> <li>● Make predictions based on prior experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.</li> <li>● Evaluate appropriate methods and/or tools for collecting data.</li> <li>● Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</li> <li>● Make predictions about what would happen if a variable changes.</li> <li>● Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.</li> </ul>
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<b>Science and Engineering Practice 6:</b> Designs or builds a device that solves a specific problem and compares multiple solutions to a problem.	1= Needs support – Students require significant assistance to accomplish all of the following:	2= Approaches the standard – Students can accomplish at least one of the following with limited assistance:	3= Meets the standard – Students can accomplish all of the following:	4= Exceeds the standard – In addition to all aspects of (3), students also can accomplish at least one of the following:
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	<ul style="list-style-type: none"> <li>● Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena.</li> <li>● Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem.</li> <li>● Generate and/or compare multiple solutions to a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</li> <li>● Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem.</li> <li>● Generate and/or compare multiple solutions to a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Make observations (firsthand or from media) to construct an evidence- based account for natural phenomena.</li> <li>● Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem.</li> <li>● Generate and/or compare multiple solutions to a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard).</li> <li>● Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.</li> <li>● Identify the evidence that supports particular points in an explanation.</li> <li>● Apply scientific ideas to solve design problems.</li> <li>● Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.</li> </ul>
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Social Studies  
Grade 2 Standard Based Report Card  
Rubric

<b>Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standard</b>	<b>4= Exceeds Standard</b>
1 <sup>st</sup> -4 <sup>th</sup>	Rarely communicates an understanding of connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.	Inconsistently communicates an understanding of connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.	Consistently communicates an understanding of connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.	Consistently communicates an understanding of connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text and is able to extend key concepts to real life experiences.

<b>Participates in collaborative conversations with diverse partners about second grade topics and texts with peers and adults in small and larger groups</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standards</b>	<b>4=Exceeds Standard</b>
1 <sup>st</sup> -4 <sup>th</sup>	Rarely participates or does not make meaningful contributions to the classroom or group discussions.	Inconsistently participates and occasionally makes meaningful contributions to classroom or group discussions.	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking). .	Consistently participates and consistently makes meaningful contributions to classroom or group discussion by following agreed upon norms for discussions (e.g., listening to others and taking turns speaking and asking questions to clear up any confusion).

Physical Education  
Grade 2 Standard Based Report Card  
Rubric

<b>Demonstrates understanding of concepts and application of skills.</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standard</b>	<b>4= Exceeds Standard</b>
1 <sup>st</sup> -4 <sup>th</sup>	Student rarely demonstrate control in traveling, weight bearing, and balance activities. Student is unable to recognize changes in rhythm, tempo/beat and player placement. Student is unable to identify body responses related to physical activity.	Student is beginning to demonstrate control in traveling, weight bearing, and balance activities. Student is learning to recognize changes in rhythm, tempo/beat and player placement. Student is learning to identify body responses related to physical activity.	Student understands and applies control in traveling, weight bearing, and balance activities. Student recognizes changes in rhythm, tempo/beat and player placement. Student is able to identify body responses related to physical activity.	Student understands and consistently applies control in traveling, weight bearing, and balance activities. Student consistently recognizes changes in rhythm, tempo/beat and player placement. Student consistently identify body responses related to physical activity.

<b>Participates in classroom discussions and activities related to content area.</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standard</b>	<b>4= Exceeds Standard</b>
1 <sup>st</sup> – 4 <sup>th</sup>	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

Instructional Technology  
Grade 2 Standard Based Report Card  
Rubric

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup>	Student rarely applies the fundamentals of Instructional Technology. The student is unable to identify what parts of a computer are not working properly, cannot insert a USB device or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is learning how to identify what parts of a computer are not working properly cannot insert a USB device or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student identifies what parts of a computer are not working properly, can insert a USB device or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently identifies what parts of a computer are not working properly, can insert a USB device or script block code.

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 <sup>nd</sup>	Student rarely applies the fundamentals of Instructional Technology. The student is unable to type a paragraph on a keyboard using a word processor or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is beginning to type a paragraph on a keyboard using a word processor or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student understands how to type a paragraph on a keyboard using a word processor or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently types a paragraph on a keyboard using a word processor or script block code.

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup>	Student rarely applies the fundamentals of Instructional Technology. The student is unable to create a basic two column spreadsheet or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is beginning to create a basic two column spreadsheet or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student understands how to create a basic two column spreadsheet or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently creates a basic two column spreadsheet or script block code.

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 <sup>th</sup>	Student rarely applies the fundamentals of Instructional Technology. The student is unable to create a basic 5 slide presentation or script block code.	Student is beginning to understand and apply the fundamentals of Instructional Technology. The student is beginning to create a basic 5 slide presentation or script block code.	Student understands and applies the fundamentals of Instructional Technology. The student is able to create a basic 5 slide presentation or script block code.	Student understands and consistently applies the fundamentals of Instructional Technology. The student consistently creates a basic 5 slide presentation or script block code.

<b>Participates in classroom discussions and activities related to content area.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> – 4 <sup>th</sup>	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

Health

Grade 2 Standard Based Report Card

Rubric

## Health

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> -4 <sup>th</sup>	Student rarely communicates an understanding of the concepts of self-care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.	Student is beginning to communicate an understanding of the concepts of self-care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.	Student understands the concepts of self-care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.	Student understands and applies the concepts of self-care, gender, anatomy, wellness, values, nutrition, family roles and drug abuse.

<b>Participates in classroom discussions and activities related to content area.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> – 4 <sup>th</sup>	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

Art

Grade 2 Standard Based Report Card Rubric

## Art

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> -2 <sup>nd</sup>	Student rarely utilizes art tools/resources for the creation of an art work.	Student is beginning to utilize art tools/resources for the creation of an art work.	Student utilizes art tools/resources for the creation of an art work.	Student consistently utilizes art tools/resources for the creation of an art work.

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup>	Student rarely manipulates sculpture materials and rarely creates an original art multidimensional work.	Student is beginning to manipulate sculpture materials and create an original art multidimensional work.	Student manipulates sculpture materials and creates an original art multidimensional work.	Student consistently manipulates sculpture materials and creates an original art multidimensional work.

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
4 <sup>th</sup>	Student rarely understands or creates characteristics of tunnel books or rarely creates a collage using mixed paper.	Student is beginning to understand or create characteristics of tunnel books or is beginning to create a collage using mixed paper.	Student understands and creates characteristics of tunnel books or creates a collage using mixed paper.	Student consistently understands and creates characteristics of tunnel books or creates a collage using mixed paper.

<b>Participates in classroom discussions and activities related to content area.</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standard</b>	<b>4= Exceeds Standard</b>
1 <sup>st</sup> – 4 <sup>th</sup>	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.

Music

Grade 2 Standard Based Report Card  
Rubric

## Music

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup>	Student rarely analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student is beginning to analyze selected music, read or perform rhythmic patterns using iconic notation.	Student understands and analyzes selected music, reads or performs rhythmic patterns using iconic notation.	Student consistently analyzes selected music, reads or performs rhythmic patterns using iconic notation.

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
2 <sup>nd</sup>	Student rarely generates/records musical patterns and ideas within the context of a given tonality and meter.	Student is beginning to generate/record musical patterns and ideas within the context of a given tonality and meter.	Student generates/records musical patterns and ideas within the context of a given tonality and meter.	Student consistently generates/records musical patterns and ideas within the context of a given tonality and meter.

<b>Demonstrates understanding of concepts and application of skills.</b>				
Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
3 <sup>rd</sup> - 4 <sup>th</sup>	Student rarely demonstrate knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student is beginning to demonstrate knowledge of musical contrast, expressive qualities or is beginning to rehearses/performs music with expression.	Student demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.	Student consistently demonstrates knowledge of musical contrast, expressive qualities or rehearses/performs music with expression.

<b>Participates in classroom discussions and activities related to content area.</b>				
<b>Marking Period</b>	<b>1= Needs Support</b>	<b>2= Approaching Standard</b>	<b>3= Meets Standard</b>	<b>4= Exceeds Standard</b>
1 <sup>st</sup> – 4 <sup>th</sup>	Student rarely participates in class discussions and activities.	Student sometimes participates in class discussions and activities.	Student consistently participates in class discussions and activities.	Student acts as a role model for participating in class discussions and activities.