Grade 2 Progress Report Rubric

Mathematics	December	March	June
Adds and subtracts numbers with automaticity	**M:** Student adds and subtracts within 20. *Addition/Subtraction 21 to 30.*	**M:** Student adds and subtracts within 20. *Addition/Subtraction 26 to 30.*	**M:** Student adds and subtracts within 20. *Addition/Subtraction 26 to 30.*
	P: Student adds and subtracts within 20. *Addition/Subtraction 11 to 20.*	**P:** Student adds and subtracts within 20. *Addition/Subtraction 11-25.*	**P:** Student adds and subtracts within 20. *Addition/Subtraction 11-25.*
Uses place value to add, subtract and compare numbers	M**:** Student consistently adds, subtracts and compares within 100 and demonstrates understanding of the tens and ones digits. Student records the results of comparisons with symbols <, >, and =. Student understands 10 is made up of a bundle of ten ones called a *ten* and the numbers 10 through 100 are composed of bundles of ten. Student mentally adds and subtracts multiples of ten to a given number within 100.	**M:** Student consistently adds, subtracts and compares within 1000 using concrete models, numerals or drawings understands the meanings of the hundreds, tens and ones digits recording the results of comparisons with symbols <, >, and =. Student understands 100 is made up of a bundle of ten tens called a *hundred* and the numbers 100 through 1000 are composed of bundles of hundreds. Student mentally adds and subtracts multiples of ten or one hundred to a given number within 1000.	**M:** Student consistently adds, subtracts and compares within 1000 using concrete models, numerals or drawings and understands the meanings of the hundreds, tens and ones digits recording the results of comparisons with symbols <, >, and =. Student understands 100 is made up of a bundle of ten tens called a *hundred* and the numbers 100 through 1000 are composed of bundles of hundreds. Student mentally adds and subtracts multiples of ten or one hundred to a given number within 1000.
	P: Student inconsistently adds, subtracts and compares within 100 and demonstrates understanding of the tens and ones digits. Student records the results of comparisons with symbols <, >, and =. Student understands 10 is made up of a bundle of ten ones called a *ten* and the numbers 10 through 100 are composed of bundles of ten. Student mentally adds and subtracts multiples of ten to a given number within 100 using models.	**P:** Student inconsistently adds, subtracts and compares within 1000 using concrete models, numbers or drawings and understand the meanings of the hundreds, tens and ones digits recording the results of comparisons with symbols <, >, and =. Students will inconsistently understand 100 can be thought of as a bundle of ten tens called a *hundred* and the numbers 100 through 1000 are composed of bundles of hundreds. Student mentally adds and subtracts multiples of ten or one hundred to a given number within 1000 using models.	**P:** Student inconsistently adds, subtracts and compares within 1000 using concrete models, numbers or drawings and understand the meanings of the hundreds, tens and ones digits recording the results of comparisons with symbols <, >, and =. Students will inconsistently understand 100 can be thought of as a bundle of ten tens called a *hundred* and the numbers 100 through 1000 are composed of bundles of hundreds. Student mentally adds and subtracts multiples of ten or one hundred to a given number within 1000 using models.

Applies properties of operations as strategies to add and subtract multi-digit numbers	**M:** Student consistently adds and subtracts using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Student consistently demonstrates understanding of subtraction as an unknown-addend problem. Student consistently adds single and double-digit whole numbers using the commutative and associative properties. Student consistently solves one and two step addition and subtraction word problems within 100.	**M:** Student consistently adds and subtracts using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Student consistently demonstrates understanding of subtraction as an unknown-addend problem. Student consistently adds single and double-digit whole numbers using the commutative and associative properties. Student consistently solves one and two step addition and subtraction word problems within 100. Student adds up to four 2-digit numbers using strategies based on place value and properties of operations.	**M:** Student consistently adds and subtracts using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Student consistently demonstrates understanding of subtraction as an unknown-addend problem. Student consistently adds single and double-digit whole numbers using the commutative and associative properties. Student consistently solves one and two step addition and subtraction word problems within 100. Student adds up to four 2-digit numbers using strategies based on place value and properties of operations.
	P: Student inconsistently adds and subtracts using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Student inconsistently demonstrates understanding of subtraction as an unknown-addend problem. Student inconsistently adds single and double-digit whole numbers using the commutative and associative properties. Student inconsistently solves addition and subtraction word problems within 100.	**P:** Student inconsistently adds and subtracts using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Student inconsistently demonstrates understanding of subtraction as an unknown-addend problem. Student inconsistently adds single and double-digit whole numbers using the commutative and associative properties. Student inconsistently solves addition and subtraction word problems within 100. Student adds up to four 2-digit numbers using models.	**P:** Student inconsistently adds and subtracts using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Student inconsistently demonstrates understanding of subtraction as an unknown-addend problem. Student inconsistently adds single and double-digit whole numbers using the commutative and associative properties. Student inconsistently solves addition and subtraction word problems within 100. Student adds up to four 2-digit numbers using models.
Reads, writes, and constructs numbers	**M:** Student consistently counts, reads and writes to 120 by ones and by tens and represents a number of objects with a written numeral.	**M:** Student consistently reads, writes and counts to 1000 by 5s, 10s and 100s using base-ten numerals, number names and expanded form.	**M:** Student consistently reads, writes and counts to 1000 by 5s, 10s and 100s using base-ten numerals, number names and expanded form. Student consistently uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns and writes an equation to express the total as a sum of two equal addends.

Reads, writes, and constructs numbers (cont.)	**P:** Student inconsistently counts, reads and writes to 120 by ones and by tens and represents a number of objects with a written numeral.	**P:** Student inconsistently reads, writes and counts to 1000 by 5s, 10s and 100s using base-ten numerals, number names and expanded form.	**P:** Student inconsistently reads, writes and counts to 1000 by 5s, 10s and 100s using base-ten numerals, number names and expanded form. Student inconsistently uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns and writes an equation to express the total as a sum of two equal addends.
Estimates, measures and compares the units of measure	**N/A**	**M:** Student consistently estimates, measures and compares the lengths of objects using appropriate tools. Student consistently tells and writes time from analog and digital clocks to the nearest five minutes using AM and PM.	**M:** Student consistently estimates, measures and compares the lengths of objects using appropriate tools. Student consistently tells and writes time from analog and digital clocks to the nearest five minutes using AM and PM.
	N/A	**P:** Student inconsistently estimates, measures and compares the lengths of objects using appropriate tools. Student inconsistently tells and writes time from analog and digital clocks to the nearest five minutes using AM and PM.	**P:** Student inconsistently estimates, measures and compares the lengths of objects using appropriate tools. Student inconsistently tells and writes time from analog and digital clocks to the nearest five minutes using AM and PM.
Describes, compares, composes and decomposes plane and solid figures Describes, compares,	**N/A**	**N/A**	**M:** Student consistently identifies, compares, sorts and constructs two- and three dimensional shapes. Student consistently describes geometric features of plane and solid figures comparing their similarities, differences and other attributes (vertices, edges, surfaces). Student consistently partitions circles and rectangles into two, three, or four equal shares using the terms halves, thirds, fourths and quarters, and describes the whole as

composes and decomposes plane and solid figures (cont.)			two halves, three thirds or four fourths. Student consistently recognizes that identical shares of unequal wholes need not have the same shape.
	N/A	**N/A**	**P:** Student inconsistently identifies, compares, sorts and constructs two- and three dimensional shapes. Student inconsistently describes geometric features of plane and solid figures comparing their similarities, differences and other attributes (vertices, edges, surfaces). Student inconsistently partitions circles and rectangles into two, three, or four equal shares using the terms halves, thirds, fourths and quarters, and describes the whole as two halves, three thirds or four fourths. Student inconsistently recognizes that identical shares of unequal wholes need not have the same shape.
Constructs viable arguments and justifies reasoning within problem solving	**M**: Student defends reasoning using drawings, words and/or numbers to relate a strategy to a written method, and explains why his solutions are accurate. Student estimates to determine reasonableness of answers.	**M**: Student defends reasoning using drawings, words and/or numbers to relate a strategy to a written method, and explains why his solutions are accurate. Student estimates to determine reasonableness of answers.	**M**: Student defends reasoning using drawings, words and/or numbers to relate a strategy to a written method and explains why his solutions are accurate. Student estimates to determine reasonableness of answers.
	P: Student inconsistently defends reasoning using drawings, words and/or numbers to relate a strategy to a written method and explains why solutions are accurate. Student inconsistently estimates to determine reasonableness of answers.	**P:** Student inconsistently defends reasoning using drawings, words and/or numbers to relate a strategy to a written method and explains why solutions are accurate. Student inconsistently estimates to determine reasonableness of answers.	**P:** Student inconsistently defends reasoning using drawings, words and/or numbers to relate a strategy to a written method and explains why solutions are accurate. Student inconsistently estimates to determine reasonableness of answers.