



Standards-Based Report Card Rubric: 2nd Grade Math

Report Card Section	Report Card Statement	Standards Assessed	Term Assessed	Assessment of Mastery		
				Mastered Grade Level Standard (3)	Approaching Grade Level Standard (2)	Insufficient Progress on Grade Level Standard (1)
Numerical Representations & Relationships	I can use concrete & pictorial models to compose & decompose numbers up to 1,200 in more than one way.	2.2A Use concrete & pictorial models to compose & decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, & ones	1, 2, 3, 4	Consistently & independently composes & decomposes numbers in more than one way using concrete models & pictorial models	Composes & decomposes numbers using concrete or pictorial models or both with support	Limited ability/unable to compose & decompose numbers in one way
	I can use standard, word, & expanded forms to represent numbers up to 1,200.	2.2B Use standard, word, & expanded forms to represent numbers up to 1,200	1, 2, 3, 4	Consistently & independently represents numbers up to 1,200 using words, expanded, & standard form	Represents numbers up to 1,200 using words, expanded, & standard form with support (i.e., teacher prompt)	Limited ability/unable to represent numbers up to 1,200 using words, expanded, & standard form
	I can use place value to compare & order whole numbers up to 1,200 using comparative language, numbers, & symbols (<, >, or =).	2.2D Use place value to compare & order whole numbers up to 1,200 using comparative language, numbers, & symbols (<, >, or =)	1, 2, 3, 4	Consistently & independently compares & orders whole numbers up to 1,200 using place value representations (number lines, place value charts, etc.), using symbols <, >, or =, & reads the comparison using language such as <i>greater than</i> , <i>less than</i> & <i>equal to</i>	Compares two numbers with representations (number lines, place value charts, etc.), verbally, or using symbols with support (i.e., teacher prompt)	Limited ability/unable to compare two numbers with representations (number lines, place value charts, etc.), verbally, or using symbols
	I can name the whole number that corresponds to a	2.2F Name the whole number that corresponds to a	1, 2, 3, 4	Consistently & independently names the whole number that	Inconsistently names the whole number that corresponds to a specific	Limited ability/unable to name the whole number as distances from 0 on

	specific point on a number line.	specific point on a number line		corresponds to a specific point on a number line independently	point on a number line or names with support	a number line
	I can count unit fractions beyond one whole.	2.3C Use concrete models to count fractional parts beyond one whole using words & recognize how many parts it takes to equal one whole	4	Consistently & independently uses concrete models to count fractional parts beyond one whole using words & recognizes how many parts it takes to equal one whole (i.e., <i>one-fourth</i> , <i>two-fourths</i> , <i>three-fourths</i> , <i>four-fourths</i>) & beyond one whole (i.e., <i>five-fourths</i> or <i>one & one-fourth</i>) Note: Fractions limited to pictorial models, verbal descriptions, or word forms	Uses concrete models to count fractional parts using words & recognizes how many parts it takes to equal one whole with supports (i.e., teacher prompt)	Limited ability/unable to use concrete models to count fractional parts using words & recognize how many parts it takes to equal one whole
Computations & Algebraic Relationships	I can add up to four two-digit numbers & subtract two-digit numbers using mental strategies & algorithms based on knowledge of place value & properties of operations. (standard algorithm T3 & T4 only)	2.4B Add up to four two-digit numbers & subtract two-digit numbers using mental strategies & algorithms based on knowledge of place value & properties of operations	1, 2, 3, 4	Consistently & independently adds up to four two-digit numbers & subtracts two-digit numbers using mental math strategies & algorithms based on knowledge of place value & properties of operations T1, T2: no standard algorithm T3, T4: including standard algorithm	Adds four two-digit numbers or subtracts two-digit numbers using mental strategies & algorithms based on knowledge of place value & properties of operations or both operations with support	Limited ability/unable to add up four two-digit numbers or subtract two-digit numbers
	I can solve one-step & multi-step problems involving addition & subtraction within 1,000 using a variety of strategies based on place value, including	2.4C Solve one-step & multi-step word problems involving addition & subtraction within 1,000 using a variety of strategies based on place value,	1, 2, 3, 4	Consistently & independently solves one-step & multi-step word problems involving addition & subtraction within 1,000 using a variety of strategies	Independently solves one-step word problems involving addition & subtraction within 1,000 using a variety of strategies based on place value, including	Solves one-step word problems involving addition & subtraction using one strategy with support

	algorithms. T1, T2: add & subtract 2-digit numbers; no standard algorithm T3, T4: 3-digit numbers; including standard algorithm	including algorithms		based on place value T1, T2: add & subtract 2-digit numbers; no standard algorithm T3, T4: 3-digit numbers; including standard algorithm	algorithms (T3, T4 only)	
	I can generate & solve addition & subtraction of whole numbers within 1,000 in problem situations. T2: add & subtract 2-digit numbers; no standard algorithm T3, T4: 3-digit numbers; including standard algorithm	2.4D Generate & solve problem situations for a given mathematical number sentence involving addition & subtraction of whole numbers within 1,000	2, 3, 4	Consistently & independently generates & solves problem situations for a given number sentence involving addition & subtraction of whole numbers within 1,000, where the unknown is any of the terms (i.e., $234+123=\square$, $234+\square=357$, $\square+123=357$, $357-\square=123$) T2: add & subtract 2-digit numbers; no standard algorithm T3, T4: 3-digit numbers; including standard algorithm	Generates & solves problem situations for a given number sentence involving addition & subtraction of whole numbers within 1,000, where the result is unknown (i.e., $234+123=\square$ & $456-213=\square$)	Solves a number sentence involving addition & subtraction of whole numbers with support
	I can model, create, & describe contextual multiplication situations in which equivalent sets of concrete objects are joined.	2.6A Model, create, & describe contextual multiplication situations in which equivalent sets of concrete objects are joined	3, 4	Consistently & independently models, describes, & creates contextual multiplication situations in which equivalent sets of concrete objects are joined for various problem types (product unknown, group size unknown, group number unknown) Note: Recorded as repeated addition or	Models & describes contextual multiplication situations in which equivalent sets of concrete objects are joined with support, but unable to independently create contextual situations	Limited ability/unable to model contextual multiplication situations in which equivalent sets of concrete objects are joined

				<i>__ equal groups of __</i>		
	I can model, create, & describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	2.6B Model, create, & describe contextual division situations in which a set of concrete objects is separated into equivalent sets	3, 4	Consistently & independently models, describes, & creates contextual division situations in which a set of concrete objects is separated into equivalent sets for various problem types (group size unknown, group number unknown) Note: Recorded as repeated subtraction, <i>__ separated into __ equal groups equals groups of __, or __ separated into groups of __ equals __ groups</i>	Models & describes contextual division situations in which a set of concrete objects is separated into equivalent sets with support, but unable to independently create contextual situations	Limited ability/unable to model contextual division situations in which a set of concrete objects is separated into equivalent sets
	I can represent & solve addition & subtraction word problems where unknowns may be any one of the terms in the problem. T1, T2: add & subtract 2-digit numbers; no standard algorithm T3, T4: 3-digit numbers; including standard algorithm	2.7C Represent & solve addition & subtraction word problems where unknowns may be any one of the terms in the problem	1, 2, 3, 4	Consistently & independently represents & solves addition & subtraction word problems using objects, diagrams, language, & numbers, where unknowns may be any one of the terms in the problem (i.e., Jasmine has 87 books. She has some paperback books & 39 hardback books. How many paperback books does Jasmine have?) T1, T2: add & subtract 2-digit numbers; no standard algorithm T3, T4: 3-digit numbers; including standard algorithm	Represents & solves addition & subtraction word problems in one way or solves in multiple ways with support	Limited ability/unable to represent & solve addition & subtraction word problems in one way
Geometry &	I can classify & sort 3D	2.8B Classify & sort	1, 2, 3, 4	Consistently &	Inconsistently classifies &	Limited ability/unable to

Measurement	solids based on attributes.	3D solids including spheres, cones cylinders, rectangular prisms (including cubes as special rectangular prisms), & triangular prisms, based on attributes using formal geometric language		independently classifies & sorts all 3D solids including spheres, cones cylinders, rectangular prisms (including cubes as special rectangular prisms), triangular prisms, & pyramids based on attributes using formal geometric language	sorts 3D solids based on attributes using formal geometric language or classifies & sorts with supports	classify & sort 3D solids based on attributes
	I can classify & sort polygons with 12 or fewer sides according to attributes.	2.8C Classify & sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides & the number of vertices	1, 2, 3, 4	Consistently & independently classify & sort regular & irregular polygons with 12 or fewer sides independently according to attributes, including identifying the number of sides & vertices	Inconsistently classifies & sorts regular & irregular polygons with 12 or fewer sides based on attributes using formal geometric language or classifies & sorts with supports	Limited ability/unable to classify & sort 3 polygons based on attributes
	I can find the length of objects using concrete models for standard units of length.	2.9A Find the length of objects using concrete models for standard units of length	4	Consistently & independently finds the length of objects the nearest whole using concrete models for standard unit of length	Inconsistently finds the length of objects the nearest whole using concrete models for standard unit of length or finds the length with supports	Limited ability/unable to find the length of objects the nearest whole using concrete models for standard unit of length
	I can read & write time to the nearest one-minute increment.	2.9G Read & write time to the nearest one-minute increment using analog & digital clocks, & distinguish between a.m. & p.m	3, 4	Consistently & independently reads & writes time to the nearest one-minute increment using both analog & digital clocks, & distinguishes between a.m. & p.m.	Reads & writes time to the nearest hour, half-hour, or 15 minutes increment using analog & digital clocks, & distinguishes between a.m. & p.m.	Limited ability/unable to read & write time using analog & digital clocks, &/or to distinguish between a.m. & p.m
Data Analysis & Personal Financial Literacy	I can determine the value of a collection of coins up to one dollar.	2.5A Determine the value of a collection of coins up to one dollar	3, 4	Consistently & independently determines the value of a collection of like & mixed coins up to one dollar using the relationship by	Independently uses relationships to count by twos, fives, & tens to determine the value of a single type of coin (pennies, nickels, dimes),	Identifies coins by value including pennies, nickels, dimes, & quarters, but unable to determine the value of a collection of coins or

				value (i.e., 2 nickels = 1 dime; 1 nickel < 1 dime; etc.) & creates a collection of coins given the value	determines the value of collection of like or mixed coins with support, or creates a collection given the value with support	create a collection given a value
	I can draw conclusions & make predictions from information in a graph.	2.10D Draw conclusions & make predictions from information in a graph	2, 3, 4	Consistently & independently draws conclusions & makes predictions from information on both pictographs & bar graphs	Draws conclusions & makes predictions from information in one type of graph or both with support	Limited ability/unable to draw conclusions & make predictions from information in a graph

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

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

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

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