

## Second Grade Math Report Card Rubric – First Nine Weeks

Learning Goal	1 = Area of Concern	2 = Progress Being Made Towards Second Grade State Standards	3 = Meets Second Grade State Standards	4 = Understanding Goes Beyond Second Grade State Standards
<b>Developing Proficiency of Number and Place Value Within the Base-10 Numeration System</b>				
<b>I can use standard, word, and expanded forms to represent numbers up to 1,200. (2.2B)</b>	<p>The student uses objects, pictures, or expanded, word, and standard forms to represent numbers up to 99 (tens place).</p> <p style="text-align: center;">OR</p> <p>The student does not use multiple representations including <u>standard and word</u> forms to represent numbers up to 999 (hundreds place).</p>	<p>The student can use multiple representations (i.e. concrete and pictorial models, base-10 blocks) including <u>standard and word</u> forms to represent numbers up to 999 (hundreds place).</p>	<p>The student can use multiple representations including <u>standard, word, and expanded</u> forms to represent numbers up to 1,200 (thousands place).</p>	<p>The student can use word, standard and expanded forms to represent numbers beyond the thousands place.</p> <p style="text-align: center;">AND</p> <p>The student begins to understand the relationship found in the base-10 place value system.</p>
<b>I can compare and order whole numbers up to 1,200. (2.2D)</b>	<p>The student does not compare and order numbers up to 99 (tens place) in standard form.</p> <p style="text-align: center;">AND</p> <p>The student does not use place value, comparative language, numbers, and symbols to justify his/her reasoning.</p>	<p>The student compares and orders numbers up to 999 (hundreds place) in standard form.</p>	<p>The student compares and orders numbers up to 1,200 (thousands place) in standard form.</p> <p style="text-align: center;">AND</p> <p>The student uses place value, comparative language, numbers and symbols to justify his/her reasoning.</p>	<p>The student compares and orders number beyond the thousands place.</p> <p style="text-align: center;">AND</p> <p>The student uses multiple justifications to prove his/her reasoning, including place value.</p>

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<b>Developing Proficiency of Number and Place Value Within the Base-10 Numeration System (cont.)</b>				
<b>I can compose and decompose a given number up to 1,200 using concrete and pictorial models. (2.2A)</b>	The student does not use concrete and pictorial models to compose and decompose numbers up to 120 in multiple ways.	The student uses concrete and pictorial models to compose and decompose numbers up to 999 (hundreds place) in multiple ways.	The student uses concrete and pictorial models to compose and decompose numbers up to 1,200 in multiple ways.	The student uses multiple representations to compose and decompose numbers beyond the thousands place.
<b>I can name and locate whole numbers on an open number line. (2.2E and 2.2F)</b>	The student does not name the whole number that corresponds to a specific point on a number line up to 120.	The student can name the whole number that corresponds to a specific point on a number line up to 999 (hundreds place).	The student can name the whole number that corresponds to a specific point on a number line up to 1,200.  AND  The student can locate the position of a given point on a number line.	The student can name and locate whole numbers on an open number line beyond 1,200.  AND  The student uses his/her understandings of the number line to justify answer reasonableness through estimation when solving problems.

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