

Second Grade Math Report Card Rubric – Second 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
Developing Proficiency of Number and Place Value Within the Base-10 Numeration System				
I can use standard, word, and expanded forms to represent numbers up to 1,200. (2.2B)	The student can use multiple representations (i.e. concrete and pictorial models, base-10 blocks) including <u>standard</u> and <u>word</u> forms to represent numbers up to 999 (hundreds place).	The student can use multiple representations including <u>standard, word, and expanded</u> forms to represent numbers up to 999 (hundreds place).	The student can use multiple representations including <u>standard, word, and expanded</u> forms to represent numbers up to 1,200 (thousands place).	The student can use word, standard and expanded forms to represent numbers beyond the thousands place. AND The student begins to understand the relationship found in the base-10 place value system.
I can compare and order whole numbers up to 1,200. (2.2D)	The student compares and orders numbers up to 999 (hundreds place) in standard form.	The student compares and orders numbers up to 999 (hundreds place) in standard form. AND The student uses place value, comparative language, numbers, and symbols to justify his/her reasoning.	The student compares and orders numbers up to 1,200 (thousands place) in standard form. AND The student uses place value, comparative language, numbers and symbols to justify his/her reasoning.	The student compares and orders number beyond the thousands place. AND The student uses multiple justifications to prove his/her reasoning, including place value.
I can compose and decompose a given number up to 1,200 using concrete and pictorial models. (2.2A)	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 999 (hundreds place).	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 999 (hundreds place).

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Developing Proficiency of Number and Place Value Within the Base-10 Numeration System (cont.)				
I can name and locate whole numbers on an open number line. (2.2E and 2.2F)	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 999 (hundreds place). AND The student can locate the position of a given number on an open 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.
I can determine whether a number up to 40 is even or odd using object pairings. (2.7A)	The student does not skip count by twos to determine the total number of objects in a set.	The student can skip count by twos to determine the total number of objects in a set. AND The student begins to recognize if the set has equal pairs in numbers up to 20.	The student can determine whether a number up to 40 is even or odd using pairings of objects to represent the number.	The student can determine whether a number is even or odd beyond 40 using objects and number relationships to justify his/her reasoning.

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Using Strategies to Solve Problems Involving Addition and Subtraction of Whole Numbers				
I can recall basic facts to add and subtract within 20 with automaticity. (2.4A)	The student does not use counting on/back to solve addition and subtraction equations.	The student is proficient in at least two of the following strategies to solve addition and subtraction equations: related facts, doubles, doubles +/- one, counting on/back, or making a ten. AND The student uses +/- one and +/- 10 to solve equations.	The student recalls basic facts to add and subtract within 20 with automaticity.	The student recalls basic facts to add and subtract within 20 with automaticity. AND The student applies his/her knowledge of basic facts to working with larger quantities.
I can add using multiple strategies within 1,000. (2.4B)	The student does not add two 2-digit numbers <u>without</u> regrouping.	The student adds up to three 2-digit numbers <u>with and without</u> regrouping.	The student adds four 2-digit numbers using multiple strategies, including the standard algorithm, <u>with and without</u> regrouping.	The student adds more than four 2-digit numbers using multiple strategies and algorithms fluently <u>with and without</u> regrouping.
I can subtract using multiple strategies within 1,000. (2.4B)	The student does not subtract two 2-digit numbers without regrouping.	The student subtracts two 2-digit numbers, <u>with and without</u> regrouping.	The student subtracts two 2-digit numbers using multiple strategies, including the standard algorithm, <u>with and without</u> regrouping.	The student subtracts two 2-digit numbers using multiple strategies and algorithms fluently <u>with and without</u> regrouping.