Second Grade Math Report Card Rubric – Fourth 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 does use multiple representations (i.e. concrete and pictorial models, base-10 blocks) including standard and word forms to represent numbers up to 999 (hundreds place).	The student can use multiple representations including standard, word, and expanded forms to represent numbers up to 999 (hundreds place).	The student can use multiple representations including standard, word, and expanded 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 does not compare and order 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 does not use 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 (thousands place) using only place value (expanded form).	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.

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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 does not 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 (thousands 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. AND The student does not begin to recognize if the set has equal pairs in numbers up to 20.	The student can determine whether a number up to 20 is even or odd using pairings of objects to represent the number.	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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Developing Proficiency of Number and Place Value Within the Base-10 Numeration System (cont.)				
I can partition objects and recognize fractional parts. (2.3A, 2.3D)	The student does not identify examples and non-examples of halves, fourths, and eighths.	The student identifies examples and non-examples of halves, fourths, and eighths. AND The student partitions objects into equal parts.	The student identifies examples and non-examples of halves, fourths, and eighths. AND The student partitions objects into equal parts and names the parts, including halves, fourths, and eighths using words.	The student identifies examples and non-examples of halves, fourths, and eighths. AND The student partitions and names examples and non-examples of equal parts of a whole including halves, fourths, and eighth including formal fraction notation. AND The student can represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects.
I can explain fractional parts. (2.3B, 2.3C)	The student does not explain the relationship between the size/number of parts and the wholes.	The student explains the relationship between the size/number of parts and the wholes.	The student explains the relationship between the size/number of parts and the wholes. AND The student uses concrete models to count fractional parts beyond 1 whole.	The student explains the relationship between the size/number of parts and the wholes. AND The student uses concrete models to count fractional parts beyond 1 whole. AND The student can use words to compare fractional parts of a whole and beyond.

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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 uses an efficient strategy (i.e. related facts, doubles, doubles +/- one, counting on/back, or making a ten) to solve addition and subtraction equations including related facts. AND The student recognizes the patterns within the identity property (+0), the commutative property (3+5 = 5+3), +/- 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 generate and solve addition problems using multiple strategies within 1,000. (2.4D)	The student does not generate and solve <u>one-step</u> addition word problems within 999.	The student generates and solves <u>one-step</u> addition word problems within 999.	The student generates and solves <u>one-step and multi-step</u> addition word problems within 1,000 using a variety of strategies.	The student generates and solves <u>multi-step</u> addition word problems beyond 1,000 using a variety of strategies and justifications.

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Using Strategies to Solve Problems Involving Addition and Subtraction of Whole Numbers				
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, with and without regrouping	The student subtracts two 2-digit numbers using multiple strategies, including the standard algorithm, with and without regrouping.	The student subtracts two 2-digit numbers using multiple strategies and algorithms fluently with and without regrouping
I can generate and solve subtraction problems using multiple strategies within 1,000. (2.4D)	The student does not generate and solve one-step subtraction word problems within 999.	The student generates and solves one-step and multi-step subtraction word problems within 999.	The student generates and solves one-step and multi-step subtraction word problems within 1,000 using a variety of strategies.	The student generates and solves multi-step subtraction word problems beyond 1,000 using a variety of strategies and justifications.
I can model, create, and describe multiplication and division situations. (2.6A and 2.6B)	The student does not model and describes contextual multiplication situations in which equivalent sets of concrete objects are joined. OR The student does not model and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	The student models and describes contextual multiplication situations in which equivalent sets of concrete objects are joined. AND The student models and describes contextual division situations in which a set of concrete objects is separated into equivalent sets.	The student models, creates, and describes contextual multiplication situations in which equivalent sets of concrete objects are joined. AND The student models, creates, and describes contextual division situations in which a set of concrete objects is separated into equivalent sets.	The student solves contextual multiplication and division situations(multiplication, measurement division, and partitive division problem structures) involving equivalent sets. AND The student uses formal notation for multiplication and division equations.

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Applying Knowledge of Two-Dimensional Shapes and Three-Dimensional Solids				
I can classify and sort polygons. (2.8C)	The student does not identify regular polygons with 12 or fewer sides (circle, triangle, and rectangle, square as special rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon).	The student identifies and classifies regular polygons with 12 or fewer sides (circle, triangle, and rectangle, square as special rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon). AND The student can identify (circle, triangle, and rectangle, square as special rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) and sort regular polygons with 12 or fewer sides.	The student identifies, classifies, and sorts regular polygons with 12 or fewer sides (circle, triangle, and rectangle, square as special rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon).	The student names, classifies, and sorts regular and irregular polygons with 12 or fewer sides.
I can create and decompose polygons. (2.8A, 2.8D, 2.8E)	The student does not compose 2-dimensional shapes to create new shapes.	The student composes 2-dimensional shapes to create new shapes.	The student composes and decomposes 2-dimensional shapes to create new shapes.	The student composes and decomposes 2-dimensional shapes to create new shapes and names the new shapes.
I can create and classify 3-dimensional solids. (2.8B and 2.8D)	The student does not classify and sort 3-dimensional solids (spheres, cones, cylinders, rectangular prisms, cubes as special rectangular prisms, and triangular prisms) based on attributes including edges and vertices.	The student can classify and sort 3-dimensional solids (spheres, cones, cylinders, rectangular prisms, cubes as special rectangular prisms, and triangular prisms) based on attributes including edges and vertices.	The student can compose (create using manipulatives and drawings), classify and sort 3-dimensional solids (spheres, cones, cylinders, rectangular prisms, cubes as special rectangular prisms, and triangular prisms) based on attributes including edges and vertices.	The student names, classifies, and sorts 3-dimensional solids. AND The student composes and decomposes 3-dimesnional solids to create new solids and names the new solids

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Measuring Length				
I can read and write time to the nearest minute. (2.9G)	The student does not tell time to the hour and half hour using analog and digital clocks.	The student can tell time to the hour and half hour using analog and digital clocks.	The student can read and write time to the nearest one-minute increment using analog and digital clocks. AND The student can distinguish between a.m. and p.m.	The student can add time increments in minutes to determine the length of an event.
I can estimate and measure length with standard and non-standard units of measurement. (2.9A, 2.9D, 2.9E)	The student does not determine the length of objects using non-standard and standard units and tools.	The student determines the length of objects using non-standard and standard units and tools.	The student determines the length of objects using non-standard and standard units and tools. AND The student can determine solutions to problems involving length.	The student determines the length of objects using standard units and tools. AND The student solves problems involving determining and comparing lengths.
I can find the area of a rectangle. (2.9F)	The student does not use concrete models to find the area of a rectangle.	The student uses concrete models to find the area of a rectangle.	The student uses concrete models to find the area of a rectangle. AND The student can describe the measurement using a number and the unit.	The student uses pictorial models to find the area of a rectangle and connects the model to the array model of multiplication.

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Data Analysis and Personal Financial Literacy				
I can determine the value of a collection of coins up to one dollar. (2.5A and 2.5B)	The student does not determine the value of a collection of coins including pennies, nickels, and dimes using an efficient strategy such as counting by twos, fives, and tens or grouping larger coins together first.	The student determines the value of a collection of coins (including pennies, nickels, dimes, quarters, and half-dollars) using efficient strategies and represents the amount using the cent sign.	The student determines the value of a collection of coins using an efficient strategy and represents the amount using the cent sign, dollar sign, and decimal point.	The student determines the value of a collection of coins and bills, representing, the amount using the cent sign, dollar sign, and decimal point.
I can collect, sort, and use data for graphs. (2.10B and 2.10C)	The student does not organize data with up to 3 categories using pictographs and bar graphs with intervals of one. or The student does not solve one-step addition and subtraction word problems using data represented within pictographs and bar graphs with intervals of one.	The student can organize data with up to 3 categories using pictographs and bar graphs with intervals of one. and The student can solve one-step addition and subtraction word problems using data represented within pictographs and bar graphs with intervals of one.	The student can organize data with up to 4 categories using pictographs and bar graphs with intervals of one or more. and The student can write and solve one-step addition and subtraction word problems using data represented within pictographs and bar graphs with intervals of one.	The student can organize data with more than 4 categories using pictographs and bar graphs with intervals of one or more. and The student can write and solve multi-step addition and subtraction word problems using data represented within pictographs and bar graphs with intervals of one.
I can make predictions, analyze information, and draw conclusions from data represented in a graph. (2.10D)	The student does not interpret information in a graph and answer questions using information from a graph.	The student can interpret information in a graph and answer questions using information from a graph.	The student interprets, makes predictions, and draws numerical conclusions from information in a graph.	The student interprets, makes predictions, and draws numerical conclusions on a graph using own data with intervals of more than one.