

# Second Grade Literacy Rubric

Second Grade Literacy Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard	E-Exceeds Grade Level Standard
<b>Phonics &amp; Word Recognition</b>				
Know and apply grade-level phonics and word analysis skills in decoding words	Writes CVC words, correctly identifies short vowels	Writes CVC words, correctly identifies short vowels, blends, digraphs, & CVCe	Writes correctly short vowels, blends, digraphs, & CVCe words; identifies CVVC words	Writes CVVC words correctly
Recognize and read grade-appropriate irregularly spelled words, including high-frequency words	Reads 0-149 common high-frequency words by sight	Reads 150 -299 common high-frequency words by sight	Reads 300 common high-frequency words by sight	
<b>Fluency</b>				
Read grade-level text orally with accuracy, appropriate rate, and expression to support comprehension	Reading at or below grade level text: <ul style="list-style-type: none"> <li>Rate = &lt; 65 WPM</li> <li>Accuracy = &gt;95%</li> <li>Expression</li> </ul>	Reading at or below grade level text: <ul style="list-style-type: none"> <li>Rate = 65-100 WPM</li> <li>Accuracy = &gt;95%</li> <li>Expression</li> </ul>	Consistently reads grade level text: <ul style="list-style-type: none"> <li>Rate = &gt;100 WPM</li> <li>Accuracy = &gt;95%</li> <li>Expression</li> </ul>	
<b>Reading Comprehension</b>				
Read and comprehend grade level literature, including an ability to retell stories with key details, and demonstrate understanding of their central message or lesson (	Reads and comprehends at or below a level 18	Reads and comprehends independently between levels 20-28	Reads and comprehends at an independent level 30	Reads and comprehends at an independent level 40
Read and comprehend grade level informational text with an ability to identify the main idea and key details, and demonstrate understanding of the main purpose of the text	Needs teacher support to identify the main idea, supporting details, and main purpose of a grade level text	Inconsistently identifies the main idea, supporting details, and main purpose of a grade level text	Reads and identifies a the main idea, supporting details, and main purpose of a grade level text independently	Reads and identifies the main idea and supporting details, explaining how the details support the main idea, and identifies the main purpose of a text
<b>Writing</b>				
Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, and provide a sense of closure	Writes a narrative that includes some details	Writes a 1-3 paragraph narrative that includes a sequence for characters, setting and problem; includes some details to allow reader to visualize the story	Writes at least a three paragraph narrative that includes a clear sequence for characters, setting, problem and resolution; word choice and details allow reader to visualize the story; sentences include proper mechanics	Writes a narrative that includes three or more paragraphs; includes a clear sequence of events that includes strong descriptive language and voice to bring the story to life; sentences include proper mechanics, including dialogue

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<b>Writing</b>				
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	Writes about similarities and differences to compare and/or contrast	Writes a paragraph with in which the writer compares and contrasts by identifying similarities and differences; provides examples that support comparison or contrasts	Writes two paragraphs with clear topic sentences in which the writer compares and contrasts by identifying similarities and differences; provides multiple examples that support comparison or contrast; sentences include proper mechanics	Writes two or more paragraphs in which the writer varies sentence structure to compare and contrast by identifying similarities and differences; provides multiple examples that support comparison or contrast; sentences include proper mechanics
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion	States opinion and gives evidence to support the opinion	States opinion by using the prompt language to write a topic sentence, and gives evidence to support opinion; sentences include proper mechanics	States opinion by using the prompt language to write a topic sentence, gives two pieces of evidence to support opinion, and strong explanation for evidence; includes a conclusion that restates opinion; sentences include proper mechanics	States opinion by using the prompt language to write a topic sentence, gives two pieces of evidence to support opinion, and at least two strong explanations to support evidence; conclusion includes a thought or comment related to opinion; sentences include proper mechanics

# Second Grade Math Rubric

Second Grade Math Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard
<b>Adding, Subtracting, and Data</b>			
<u>Represents and solves story problems within 20</u> through the context of picture and bar graphs that represent categorical data  Builds fluency with addition/subtraction	Understanding is limited when solving story problems within 20 through the context of picture and bar graphs that represent categorical data. Builds fluency with addition/subtraction; requires significant teacher support.	Inconsistently solves story problems within 20 through the context of picture and bar graphs that represent categorical data. Builds fluency with addition/subtraction.	Consistently solves story problems within 20 through the context of picture and bar graphs that represent categorical data. Builds fluency with addition/subtraction.
<b>Adding and Subtracting Within 100</b>			
<u>Adds and subtracts within 100 using strategies based on place value</u> , properties of operations, and the relationship between addition and subtraction. They then use what they know to solve story problems.	Understanding is limited when adding and subtracting within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. Students apply what they know to solve story problems; requires significant teacher support.	Inconsistently applies addition and subtraction within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. Students apply what they know to solve story problems.	Consistently applies addition and subtraction within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. Students apply what they know to solve story problems.
<b>Measuring Length</b>			
<u>Measures and estimates lengths in standard units and solves measurement story problems</u> within 100.	Understanding is limited when measuring and estimating lengths in standard units and solving measurement story problems within 100; requires significant teacher support.	Inconsistently measures and estimates lengths in standard units and solves measurement story problems within 100.	Consistently measures and estimates lengths in standard units and solves measurement story problems within 100.
<b>Adding and Subtracting On Number Lines</b>			
Learns about the structure of a number line and uses it to <u>represent numbers within 100</u> . They also relate addition and subtraction to length and represent the operations <u>on the number line</u> .	Understanding is limited when learning about the structure of a number line and how to use it to represent numbers within 100. Requires significant teacher support when relating addition and subtraction to length and representing the operations on a number line.	Inconsistently learns about the structure of a number line and inconsistently uses it to represent numbers within 100. Inconsistently relates addition and subtraction to length and representing the operations on the number line.	Consistently learns about the structure of a number line and uses it to represent numbers within 100. They also relate addition and subtraction to length and represent the operations on the number line.
<b>Numbers to 1,000</b>			
<u>Extends place value understanding to three-digit numbers</u> .	Understanding is limited when extending place value understanding to three-digit numbers; requires significant teacher support.	Inconsistently applies place value understanding to three-digit numbers.	Consistently applies place value understanding to three-digit numbers.

# Second Grade Math Rubric

Geometry, Time, and Money			
<u>Reasons with shapes and their attributes</u> and partition shapes into equal shares, building a foundation for fractions.	Understanding is limited when reasoning with shapes and their attributes and partitioning shapes into equal shares. Foundational understanding is limited for fractions; requires significant teacher support.	Inconsistently applies reasoning with shapes and their attributes and partitioning shapes into equal shares, building a foundation for fractions.	Consistently applies reasoning with shapes and their attributes and partitioning shapes into equal shares, building a foundation for fractions.
<u>Relates halves, fourths, and skip-counting by 5 to tell time.</u>	Understanding is limited relating halves, fourths, and skip-counting by 5 to tell time.	Inconsistently relates halves, fourths, and skip-counting by 5 to tell time.	Consistently relates halves, fourths, and skip-counting by 5 to tell time.
<u>Solves story problems involving the values of coins and dollars.</u>	Understanding is limited involving the values of coins and dollars; requires significant teacher support.	Inconsistently solves story problems involving the values of coins and dollars.	Consistently solves story problems involving the values of coins and dollars.
Adding and Subtracting Within 1,000			
<u>Uses place value</u> understanding, the relationships between addition and subtraction, and properties of operations <u>to add and subtract within 1,000.</u>	Understanding is limited when relating addition and/or subtraction, using place value, and properties of operations to addition and/or subtract;. requires significant teacher support.	Inconsistently applies the relationship between addition and subtraction, place value understanding, and properties of operations to add and subtract within 1,000.	Consistently applies the relationship between addition and subtraction, place value understanding, and properties of operations to add and subtract within 1,000.
Equal Groups			
<u>Works with equal groups of objects to gain foundations for multiplication.</u>	Understanding is limited when working with equal groups of objects to gain foundations for multiplication; requires significant teacher support.	Inconsistently describes and writes mathematical expressions of equal groups of objects to gain foundations for multiplication.	Consistently describes and writes mathematical expressions of equal groups to gain foundations for multiplication.

# Second Grade Science Rubric

<b>Second Grade Science Rubric</b>	<b>1-Limited Understanding of Grade Level Standard</b>	<b>2-Progressing Towards Grade Level Standard</b>	<b>3-Meets Grade Level Standard</b>
<b>Earth Science: Weather &amp; Climate</b>			
<u>Represent data to describe</u> typical weather conditions expected during a particular season.	Inaccurately represents data to describe weather patterns.	Partially represents data to describe weather patterns.	Accurately represents data to describe weather patterns.
<u>Analyze data from tests</u> of objects designed to reduce the impacts of weather-related hazards and compare the strengths and weaknesses of how each performs.	Inaccurately uses data from design to analyze and explain strengths or weaknesses of an object's design.	Partially uses data from design to explain strengths or weaknesses of an object's design.	Uses data from design to analyze and explain strengths and weaknesses of an object's design.
<b>Physical Science: Properties of Matter</b>			
<u>Develop a simple diagram</u> or physical model to illustrate how some changes caused by heating or cooling can be reversed and some cannot.	With support, designs and builds a prototype to keep an ice pop frozen for at least 30 minutes.	Partially designs and builds a prototype to keep an ice pop frozen for at least 30 minutes.	Designs and builds a prototype to keep an ice pop frozen for at least 30 minutes.
<u>Plan and conduct an investigation</u> to describe how heating and cooling affects different kinds of materials based upon their observable properties.	With support, describes observable data and information.  With support, explains the properties of the materials and why they were chosen for the design.	Partially describes observable data and information.  Partially explains the properties of the materials and why they were chosen for the design.	Describes observable data and information accurately.  Explains the properties of the materials and why they were chosen for the design.
<b>Physical Science: Balancing Forces</b>			
<u>Define a simple design problem</u> that can be solved by applying scientific ideas about magnets.	With support, designs an invention that uses magnetic forces.  With support, labels the design to reflect materials that demonstrate understanding of magnetic forces  With support, explains verbally or in writing, how the invention will work.	Partially designs an invention that uses magnetic forces.  Partially labels the design to reflect materials that demonstrate understanding of magnetic forces.  Partially explains verbally or in writing, how the invention will work.	Designs an invention that uses magnetic forces.  Labels the design to reflect materials that demonstrate understanding of magnetic forces.  Explains verbally or in writing, how the invention will work.
<b>Life Science: Form &amp; Function</b>			
<u>Engineer a device</u> that mimics the structures and functions of plants or animals in seed dispersal.	With support, designs and builds a device that mimics one of the ways animals disperse seeds.  With support, explains the form and function of the materials chosen and why they were chosen for the design.	Partially designs and builds a device that mimics one of the ways animals disperse seeds.  Partially explains the form and function of the materials chosen and why they were chosen for the design.	Designs and builds a device that mimics one of the ways animals disperse seeds.  Explains the form and function of the materials chosen and why they were chosen for the design.

## Second Grade Other Subjects Rubric

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<b>Social Studies</b>				
Identifies what it means to be patriotic	Limited ability in identifying what it means to be patriotic		Identifies what it means to be patriotic	
Demonstrates knowledge of geography	Create a sketch map with a legend and compass rose	Create a sketch map with a legend and compass rose; locate major landmarks and physical features on a map	Create a sketch map with a legend and compass rose; locate major landmarks and physical features on a map; describe spatial information found on maps	
Demonstrates an understanding of the concepts of economics	Limited ability in demonstrating knowledge of being an educated consumer		Demonstrates knowledge of being an educated consumer	
<b>Health</b>				
Understands how healthy food choices affect the body	Requires significant teacher support to explain how healthy choices affect the body		Explains how healthy choices affect the body	
<b>Art – assess quarters 2 and 4</b>				
Create: Plan, create and revise original artwork	Student needs significant teacher support to demonstrate understanding	Student is progressing towards independently creating original artwork	Student is able to independently create original artwork reflecting a unique personal idea or theme	Student is able to create original artwork based on an extended theme and collaboratively reflect on artwork's intended meaning
Connect: Use personal experiences to connect to artistic work	Student needs significant teacher support to personally connect to artwork	Student is able to, with prompts, identify how art reflects personal experiences	Student is able to identify how art reflects personal experiences and/or culture and traditions	Student is able to identify how art reflects personal interests, changing times, traditions, resources, and cultural uses
Present: Share art and explain artistic meaning	Students needs significant teacher support to present art	Student is able to prepare and present artwork with teacher support	Student is able to independently prepare and present artwork	Student is able to prepare and present artwork to articulate the meaning behind their artistic selection(s)
Respond: Analyze, evaluate, and interpret artistic work	Student needs significant teacher support to respond to artwork	Student is able to, with prompts, respond to artwork	Student is able to identify how different people show what they value through their artwork	Student is able to compare different interpretations of a work of art and analyze ways that images influence an audience



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<b>Music - assess quarters 2 and 4</b>				
Reads and performs melodic patterns	Student does not demonstrate grade level melodic patterns	Student demonstrates grade level melodic patterns with limited guidance	Student demonstrates grade level melodic patterns independently	
Reads and performs rhythmic patterns	Student does not demonstrate grade level rhythmic patterns	Student demonstrates grade level rhythmic patterns with limited guidance	Student demonstrates grade level rhythmic patterns independently	
Performs appropriately	Student needs significant teacher guidance to perform appropriately for the audience and purpose	Student is developing appropriate performance skills	Student performs appropriately for audience and purpose	
<b>Physical Education</b>				
Demonstrate motor skills and movement patterns needed to perform activities	Student does not attempt skill or movement pattern	Student attempts skill or movement pattern	Student independently completes skill or movement pattern	
Exhibits responsible personal and social behavior that respects self and others	Student does not exhibit responsible personal and social behavior that respects self and others	Student exhibits responsible personal and social behavior that respects self and others with occasional teacher reminders	Student consistently exhibits responsible personal and social behavior that respects self and others without teacher reminders	
Actively engages in physical education class in response to instruction and practice	Student engages inconsistently during skills and/or activity assigned	Student engages in skills and activities with occasional reminders	Student engages fully in all skills and activities	
<b>Media is NOT graded. Student progress will be documented through SeeSaw.</b>				