

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
Phonics & Word Recognition				
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	
Fluency				
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"> Rate = < 65 WPM Accuracy = >95% Expression 	Reading at or below grade level text: <ul style="list-style-type: none"> Rate = 65-100 WPM Accuracy = >95% Expression 	Consistently reads grade level text: <ul style="list-style-type: none"> Rate = >100 WPM Accuracy = >95% Expression 	
Reading Comprehension				
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
Writing				
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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Writing				
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

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Number & Operations				
Solves double-digit addition and subtraction problems with borrowing and regrouping	Skill is limited with less than 50% accuracy; may require significant teacher help	Inconsistent demonstration of skill 50%-89% of the time	Consistent demonstration of skill 90%-100% of the time	
Compare and represent whole numbers to 1000	Skill of comparing and representing whole numbers to 1000 is limited with less than 50% accuracy; may require significant teacher help	Inconsistently compares and/or represents whole numbers to 1000 with 50%-89% accuracy	Consistently compares and represents whole numbers to 1000 with 90%-100% accuracy	Compare and represent whole numbers to the 100,000s
Add & subtract basic facts up to 18	Skill is limited with less than 50% accuracy; may require significant teacher help	Inconsistent demonstration of skill 50%-89% of the time	Consistent demonstration of skill 90%-100% of the time	
Algebra				
Use patterns and rules to solve addition and subtraction problems with unknowns	Skill of creating and/or identifying growing and/or shrinking patterns with less than 50% accuracy; may require significant teacher help	Inconsistently creates and/or identifies growing and/or shrinking patterns with 50%-89% accuracy	Consistently creates and identifies growing and shrinking patterns with 90%-100% accuracy	Demonstrates skills beyond creating and identifying basic growing and shrinking patterns
Geometry and Measurement				
Find the value of a group of coins	Skill of finding the value of a group of coins is limited with less than 50% accuracy; may require significant teacher help	Inconsistently demonstrates the ability to find the value of a group of coins with 50%-89% accuracy	Consistently finds the value of a group of coins with 90%-100% accuracy	Demonstrates skills beyond finding the value of a group of coins
Identify, describe, and compare basic 2D and 3D shapes	Skill of identifying, describing, and comparing 2D & 3D shapes is limited with less than 50% accuracy; may require significant teacher help	Inconsistently identifies, describes, and/or compares 2D and/or 3D shapes with 50%-89% accuracy	Consistently identifies, describes, and compares 2D & 3D shapes with 90%-100% accuracy	
Use a ruler to measure length to the nearest inch or cm	Skill of measuring to the nearest centimeter or inch is limited with less than 50% accuracy; may require significant teacher help	Inconsistently measures to the nearest centimeter or inch with 50%-89% accuracy	Consistently measures to the nearest centimeter or inch with 90%-100% accuracy	
Tell time to the quarter hour	Skill of telling time to the quarter hour is limited with less than 50% accuracy; may require significant teacher help	Inconsistently tells time to the quarter hour with 50%-89% accuracy	Consistently tells time to the quarter hour with 90%-100% accuracy	Demonstrates ability to consistently go beyond the quarter hour, measure elapsed time, and determine amount of time before or after an hour



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Data Analysis				
Read, interpret and display information on a graph to solve problems	Skill of creating and analyzing bar graphs, tables, and tally charts is limited with less than 50% accuracy; may require significant teacher help	Inconsistently demonstrates the ability to create and/or analyze bar graphs, tables, and/or tally chart with 50%-89% accuracy	Consistently creates and analyzes bar, tables, graphs and tally charts with 90%-100% accuracy	

Second Grade Science Rubric

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Earth Science: Weather & Climate			
<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.
Physical Science: Properties of Matter			
<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.
Physical Science: Balancing Forces			
<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.
Life Science: Form & Function			
<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 a way seeds are distributed in nature. 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 a way seeds are distributed in nature. 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 a way seeds are distributed in nature. 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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Social Studies				
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	
Health				
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	
Art – assess quarters 2 and 4				
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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Music - assess quarters 2 and 4				
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	
Physical Education				
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	
Media is NOT graded. Student progress will be documented through SeeSaw.				