

**Standards Based Report Card Rubric: Grade 2 Mathematics**

| Standard Description  | Assessment of Mastery   |  |   |
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|   | <u>Met Standard (MS)</u>  | <u>Approaching Standard (AS)</u>   | <u>Insufficient Progress toward the Standard (IPS)</u>  |
| <b>1st Grading Period</b>   |   |  |   |
| <i>Uses manipulatives and pictorial models to compose and decompose numbers up to 1,200</i> | The student uses concrete and pictorial models to compose and decompose numbers up to 100 in more than one way as a sum of so many thousands, so many hundreds, so many tens, and so many ones. (For example, 96 is decomposed into 9 tens and 6 ones. 96 can also be decomposed in other ways such as 8 tens and 16 ones.) | The student uses concrete and pictorial models to compose and decompose numbers up to 99 in more than one way as a sum of so many hundreds, so many tens and so many ones. (For example, 46 is decomposed into 4 tens and 6 ones. It can also be decomposed in other ways such as 3 tens and 16 ones.) | The student generates a number that is greater than or less than a given whole number up to 99 with the aid of manipulatives                        |
| <i>Represents numbers in multiple forms up to 1,200</i>                                     | The student represents numbers up to 100 using word, expanded, and standard form.   | The student represents numbers up to 99 using the aid of pictures or manipulatives to determine word, expanded, and standard form.   | The student represents numbers up to 99 using objects or pictures.  |
| <i>Provides a number that is greater than or less than a number up to 1,200</i>             | The student generates a number that is greater than or less than a given whole number up to 100.  | The student generates a number that is greater than or less than a given whole number up to 99.  | The student generates a number that is greater than or less than a given whole number up to 99 with the aid of manipulatives                        |
| <i>Compares and orders numbers up to 1,200 with and without symbols</i>                     | The student compares and orders whole numbers up to 100. The student represents the comparison using symbols (>, <, or =) and read the comparison using language such as greater than, less than and equal to.  | The student verbally compares two numbers to 99 using comparative language, but doesn't use the symbols (>, <, or =) correctly.  | The student confuses the concepts of more/greater than and less/less than.  |
| <i>Recalls addition and subtraction facts within 20 with automaticity</i>                   | The student uses efficient strategies to recall basic facts to add and subtract within 20 with automaticity. The strategies are used seamlessly so that the facts appear to be memorized.   | The student adds and subtracts within 10 with automaticity and within 20 using manipulatives, including counting by 1s on his/her fingers. The student does not use efficient strategies to generate the sums or differences.  | The student adds and subtracts within 10 using manipulatives, including counting by 1s on his/her fingers.  |
| <i>Adds up to four two-digit numbers using multiple strategies</i>                          | The student adds up to four two-digit numbers which sum up to 100 using mental strategies and algorithms based on knowledge of place value and  | The student adds two two-digit numbers which sum up to 100 using mental strategies and algorithms based on knowledge of place value and properties   | The student inconsistently adds two-digit numbers which sum up to 100. The student may only use an algorithm and does not relate knowledge of place |

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|   | properties of operations. The student is able to explain why he/she chose to use a strategy. (For example, when adding $40 + 23 + 60$ , a student may use the associative property to add 40 and 60 to make 100 first then add 23 to make 123.)  | of operations.  | value or properties of operations.  |
| <i>Subtracts two digit numbers using multiple strategies</i>                    | The student subtracts two-digit numbers whose difference is within 100 using mental strategies and algorithms based on knowledge of place value and properties of operations. The student is able to explain his/her chosen strategy.  | The student subtracts two-digit numbers whose difference is within 100 using mental strategies and algorithms based on knowledge of place value and properties of operations.             | The student inconsistently subtracts two-digit numbers whose difference is within 100. The student may only use an algorithm and does not relate knowledge of place value or properties of operations.                                      |
| <i>Solves addition and subtraction word problems within 1,000</i>               | The student solves one-step word problems (joining, separating, comparing, and part-part whole) involving addition and subtraction up to 100 using a variety of strategies based on place value, including algorithms. The student represents and solves addition and subtraction word problems using objects, manipulatives, diagrams, language, and numbers. Unknowns may be any one of the terms in the problem. (For example: Jasmine has 87 books. She has some paperback books and 39 hardback books. How many paperback books does Jasmine have?) | The student solves one-step joining and separating word problems (up to 100) involving addition and subtraction using a variety of strategies based on place value, including algorithms. | The student solves one-step joining and separating word problems (up to 100) involving addition and subtraction with the aid of manipulatives or pictorial models using a variety of strategies based on place value, including algorithms. |
| <i>Collects, sorts, and organizes data to create pictographs and bar graphs</i> | The student collects, sorts and organizes data into up to four categories and creates a graph with this data with intervals of two or more.  | The student collects, sorts and organizes data into up to four categories and creates a graph with this data with intervals of one.   | The student collects data but may be inaccurate when sorting and organizing data into categories or transferring data into a graph.   |

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|---|--|---|--|
|   | <u>Met Standard (MS)</u>   | <u>Approaching Standard (AS)</u>  | <u>Insufficient Progress toward the Standard (IPS)</u>   |
| <b>2nd Grading Period</b>   |  |   |  |
| <i>Uses manipulatives and pictorial models to compose and decompose numbers up to 1,200</i> | The student uses concrete and pictorial models to compose and decompose numbers up to 1,000 in more than one way as a sum of so many thousands, so many hundreds, so many tens, and so many ones. (For example, 96 is decomposed into 9 tens and 6 ones. 96 can also be decomposed in other ways such as 8 tens and 16 ones.)  | The student uses concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as a sum of so many hundreds, so many tens and so many ones. (For example, 46 is decomposed into 4 tens and 6 ones. It can also be decomposed in other ways such as 3 tens and 16 ones.) | The student generates a number that is greater than or less than a given whole number up to 120 with the aid of manipulatives  |
| <i>Represents numbers in multiple forms up to 1,200</i>                                     | The student represents numbers up to 1,000 using word, expanded, and standard form.  | The student represents numbers up to 120 using the aid of pictures or manipulatives to determine word, expanded, and standard form.   | The student represents numbers up to 120 using objects or pictures.  |
| <i>Provides a number that is greater than or less than a number up to 1,200</i>             | The student generates a number that is greater than or less than a given whole number up to 1,000.   | The student generates a number that is greater than or less than a given whole number up to 120.  | The student generates a number that is greater than or less than a given whole number up to 120 with the aid of manipulatives  |
| <i>Compares and orders numbers up to 1,200 with and without symbols</i>                     | The student compares and orders whole numbers up to 1,000. The student represents the comparison using symbols (>, <, or =) and read the comparison using language such as greater than, less than and equal to.   | The student verbally compares two numbers to 120 using comparative language, but doesn't use the symbols (>, <, or =) correctly.  | The student confuses the concepts of more/greater than and less/less than.   |
| <i>Adds up to four two-digit numbers using multiple strategies</i>                          | The student adds up to four two-digit numbers which sum up to 1,000 using mental strategies and algorithms based on knowledge of place value and properties of operations. The student is able to explain why he/she chose to use a strategy. (For example, when adding $40 + 23 + 60$ , a student may use the associative property to add 40 and 60 to make 100 first then add 23 to make | The student adds two two-digit numbers which sum up to 1,000 using mental strategies and algorithms based on knowledge of place value and properties of operations.   | The student inconsistently adds two-digit numbers which sum up to 1,000. The student may only use an algorithm and does not relate knowledge of place value or properties of operations. |

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|   | 123.)  |   |   |
| <i>Subtracts two digit numbers using multiple strategies</i>                      | The student subtracts two-digit numbers whose difference is within 1,000 using mental strategies and algorithms based on knowledge of place value and properties of operations. The student is able to explain his/her chosen strategy.  | The student subtracts two-digit numbers whose difference is within 1,000 using mental strategies and algorithms based on knowledge of place value and properties of operations.             | The student inconsistently subtracts two-digit numbers whose difference is within 1,000. The student may only use an algorithm and does not relate knowledge of place value or properties of operations.                                      |
| <i>Solves addition and subtraction word problems within 1,000</i>                 | The student solves one-step word problems (joining, separating, comparing, and part-part whole) involving addition and subtraction up to 1,000 using a variety of strategies based on place value, including algorithms. The student represents and solves addition and subtraction word problems using objects, manipulatives, diagrams, language, and numbers. Unknowns may be any one of the terms in the problem. (For example: Jasmine has 87 books. She has some paperback books and 39 hardback books. How many paperback books does Jasmine have?) | The student solves one-step joining and separating word problems (up to 1,000) involving addition and subtraction using a variety of strategies based on place value, including algorithms. | The student solves one-step joining and separating word problems (up to 1,000) involving addition and subtraction with the aid of manipulatives or pictorial models using a variety of strategies based on place value, including algorithms. |
| <i>Creates word problems for a given addition or subtraction number sentence</i>  | The student generates and solves the problem situation within 1,000 when given a number sentence where the unknown is any of the terms.  | The student generates and solves the problem situation within 1,000 when given a number sentence where the unknown is the result.   | The student solves the problem situation within 1,000 when given a number sentence where the unknown is the result.   |
| <i>Collects, sorts, and organizes data to create pictographs and bar graphs</i>   | The student collects, sorts and organizes data into up to four categories and creates a graph with this data with intervals of two or more.  | The student collects, sorts and organizes data into up to four categories and creates a graph with this data with intervals of one.   | The student collects data but may be inaccurate when sorting and organizing data into categories or transferring data into a graph.   |
| <i>Writes and solves word problems using data from pictographs and bar graphs</i> | The student solves one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.  | The student solves one-step word problems involving addition and subtraction using data represented within pictographs with intervals of one.   | The student interprets data represented in pictographs and bar graphs, but is unable to solve word problems using the data.   |

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|---|--|---|---|
|   | <u>Met Standard (MS)</u>   | <u>Approaching Standard (AS)</u>  | <u>Insufficient Progress toward the Standard (IPS)</u>  |
| <b>3rd Grading Period</b>   |  |   |   |
| <i>Uses manipulatives and pictorial models to compose and decompose numbers up to 1,200</i> | The student uses concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, so many hundreds, so many tens, and so many ones. (For example, 96 is decomposed into 9 tens and 6 ones. 96 can also be decomposed in other ways such as 8 tens and 16 ones.)                                    | The student uses concrete and pictorial models to compose and decompose numbers up to 1,000 in more than one way as a sum of so many hundreds, so many tens and so many ones. (For example, 46 is decomposed into 4 tens and 6 ones. It can also be decomposed in other ways such as 3 tens and 16 ones.) | The student generates a number that is greater than or less than a given whole number up to 1,000 with the aid of manipulatives   |
| <i>Represents numbers in multiple forms up to 1,200</i>                                     | The student represents numbers up to 1,200 using word, expanded, and standard form.  | The student represents numbers up to 1,000 using the aid of pictures or manipulatives to determine word, expanded, and standard form.   | The student represents numbers up to 1,000 using objects or pictures.   |
| <i>Provides a number that is greater than or less than a number up to 1,200</i>             | The student generates a number that is greater than or less than a given whole number up to 1,200.   | The student generates a number that is greater than or less than a given whole number up to 1,000.  | The student generates a number that is greater than or less than a given whole number up to 1,000 with the aid of manipulatives   |
| <i>Compares and orders numbers up to 1,200 with and without symbols</i>                     | The student compares and orders whole numbers up to 1,200. The student represents the comparison using symbols (>, <, or =) and read the comparison using language such as greater than, less than and equal to.   | The student verbally compares two numbers to 1,000 using comparative language, but doesn't use the symbols (>, <, or =) correctly.  | The student confuses the concepts of more/greater than and less/less than.  |
| <i>Solves addition and subtraction word problems within 1,000</i>                           | The student solves one-step word problems (joining, separating, comparing, and part-part whole) involving addition and subtraction up to 1,000 using a variety of strategies based on place value, including algorithms. The student represents and solves addition and subtraction word problems using objects, manipulatives, diagrams, language, and numbers. | The student solves one-step (all types) word problems (up to 1,000) involving addition and subtraction using a variety of strategies based on place value, including algorithms.  | The student solves one-step joining and separating word problems (up to 1,000) involving addition and subtraction with the aid of manipulatives or pictorial models using a variety of strategies based on place value, including algorithms. |

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|   | Unknowns may be any one of the terms in the problem. (For example: Jasmine has 87 books. She has some paperback books and 39 hardback books. How many paperback books does Jasmine have?)  |  |   |
| <i>Creates word problems for a given addition or subtraction number sentence</i>  | The student generates and solves the problem situation within 1,000 for multiple problem types (For example, $234+123=\square$ , $234+\square=357$ , $\square+123=357$ , $357-\square=123$ ) when given a number sentence where the unknown is any of the terms. | The student generates and solves the problem situation within 1,000 for multiple problem types (For example, $234+123=\square$ , $234+\square=357$ , $\square+123=357$ , $357-\square=123$ ) when given a number sentence where the unknown is the result. | The student solves the problem situation within 1,000 for multiple problem types when given a number sentence where the unknown is the result.                              |
| <i>Models, creates, and describes contextual multiplication situations</i>        | The student models, creates, and describes contextual division situations in which a set of concrete objects is separated into equivalent sets for various problem types (group size unknown, group number unknown)  | The student models and describes contextual multiplication situations in which equivalent sets of concrete objects are joined.   | The student models contextual multiplication situations in which equivalent sets of concrete objects are joined when he/she is told that it is a multiplication situation.  |
| <i>Models, creates, and describes contextual division situations</i>              | The student models, creates, and describes contextual division situations in which a set of concrete objects is separated into equivalent sets   | The student models and describes contextual division situations in which a set of concrete objects is separated into equivalent sets.  | The student models contextual division situations in which a set of concrete objects is separated into equivalent sets when he/she is told that it is a division situation. |
| <i>Collects, sorts, and organizes data to create pictographs and bar graphs</i>   | The student collects, sorts and organizes data into up to four categories and creates a graph with this data with intervals of two or more.  | The student collects, sorts and organizes data into up to four categories and creates a graph with this data with intervals of one.  | The student collects data but may be inaccurate when sorting and organizing data into categories or transferring data into a graph.   |
| <i>Writes and solves word problems using data from pictographs and bar graphs</i> | The student writes and solves one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.   | The student solves one-step word problems involving addition and subtraction using data represented within pictographs or bar graphs with intervals of one.  | The student solves one-step word problems involving addition and subtraction using data represented within pictographs with intervals of one.                               |

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|   | <u>Met Standard (MS)</u>  | <u>Approaching Standard (AS)</u>  | <u>Insufficient Progress toward the Standard (IPS)</u>  |
| <b>4th Grading Period</b>   |   |   |   |
| <i>Collects, sorts, and organizes data to create pictographs and bar graphs</i>   | The student collects, sorts and organizes data into up to four categories and creates a graph with this data with intervals of two or more.                             | The student collects, sorts and organizes data into up to four categories and creates a graph with this data with intervals of one.                         | The student collects data but may be inaccurate when sorting and organizing data into categories or transferring data into a graph.                         |
| <i>Writes and solves word problems using data from pictographs and bar graphs</i> | The student writes and solves one-step word problems involving addition and subtraction using data represented within pictographs and bar graphs with intervals of one. | The student solves one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one. | The student solves one-step word problems involving addition and subtraction using data represented within pictographs or bar graphs with intervals of one. |