



Standards-Based Report Card Rubric: Grade 2 Math

Report Card Statement	Standards Assessed	Quarter Assessed	Assessment of Mastery			
			Met Standard (MS)	Approaching Standard (AS)	Limited Progress (LP)	Insufficient Progress (IP)
Modules 1, 4, and 5: Adding and Subtracting						
I can use concrete and pictorial models to compose and decompose numbers in more than one way.	2.2A use concrete & pictorial models to compose & decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, & ones;	1, 2, 3, 4	Consistently and independently composes and decomposes numbers in more than one way using concrete models and pictorial models	Composes and decomposes numbers using concrete or pictorial models, or both with support	Limited ability to compose and decompose numbers in one way	Unable to compose and decompose numbers in one way
I can recall basic facts to add and subtract within 20 with automaticity.	2.4A recall basic facts to add and subtract within 20 with automaticity;	1, 2, 3, 4	Consistently and independently recalls basic facts to add and subtract within 20 with automaticity	Inconsistently recalls basic facts to add and subtract within 20 with automaticity	Limited ability to recall basic facts to add and subtract within 20 with automaticity	Unable to recall basic facts to add and subtract within 20 with automaticity
I can add up to four two-digit numbers using strategies and algorithms.	2.4B add up to four two-digit numbers using mental strategies & algorithms based on knowledge of place value & properties of operations;	2, 3, 4	Consistently and independently adds up to four two-digit numbers using mental math strategies and algorithms based on knowledge of place value & properties of operations	Adds four two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations <u>with support</u>	Limited ability to add up to four two-digit numbers	Unable to add up to four two-digit numbers
I can subtract two-digit numbers using strategies and algorithms.	2.4B subtract two-digit numbers using mental strategies & algorithms based on knowledge of place value & properties of operations;	2, 3, 4	Consistently and independently subtracts two-digit numbers using mental math strategies and algorithms based on knowledge of place value & properties of operations	Subtracts two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations <u>with support</u>	Limited ability to subtract two-digit numbers	Unable to subtract two-digit numbers
I can solve one-step word problems involving addition and subtraction.	2.4C solve one-step word problems involving addition & subtraction within 1,000 using a variety of strategies based on place value, including algorithms;	1, 2, 3, 4	Consistently and independently solves one-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value	Independently solves one-step word problems involving addition and subtraction within 1,000 using a variety of strategies	Solves one-step word problems involving addition and subtraction using one strategy <u>with support</u>	Unable to solve one-step word problems involving addition and subtraction

I can solve multi-step word problems involving addition and subtraction.	2.4C solve multi-step word problems involving addition & subtraction within 1,000 using a variety of strategies based on place value, including algorithms;	2, 3, 4	Consistently and independently solves multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value	Independently solves multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms	Solves one-step word problems involving addition and subtraction using one strategy; requires support with multi-step problems	Unable to solve multi-step word problems involving addition and subtraction
I can generate and solve problem situations for a given number sentence.	2.4D generate & solve problem situations for a given mathematical number sentence involving addition & subtraction of whole numbers within 1,000;	2, 3, 4	Consistently and independently generates and solves problem situations for a given number sentence involving addition and subtraction of whole numbers within 1,000	Inconsistently or with support generates and solves problem situations for a given number sentence involving addition and subtraction of whole numbers within 1,000	Limited ability to generate or solve a problem situation for a given number sentence involving addition and subtraction of whole numbers	Unable to generate or solve a problem situation for a given number sentence involving addition and subtraction of whole numbers
I can use place value to determine the number that is 10 or 100 more or less than a given number.	2.7B use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200;	1, 2, 3, 4	Consistently and independently determines the number that is 10 or 100 more or less than a given number up to 1,200	Inconsistently/or with support determines the number that is 10 or 100 more or less than a given number up to 1,200	Limited ability to determine the number that is 10 or 100 more or less than a given number up to 1,200	Unable to determine the number that is 10 or 100 more or less than a given number up to 1,200
I can represent and solve addition and subtraction word problems.	2.7C represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem;	1, 2, 3, 4	Consistently and independently represents and solves addition and subtraction word problems using objects, diagrams, language, and numbers, where unknowns may be any one of the terms in the problem	Inconsistently or with support represents and solves addition and subtraction word problems in one way, or solves in multiple ways with support	Limited ability to represent and solve addition and subtraction word problems in one way	Unable to represent and solve addition and subtraction word problems
Module 2: Measurement						
I can find the length of objects using concrete models and/or standard measuring tools.	2.9A find the length of objects using concrete models for standard units of length; 2.9D determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;	1, 2, 3, 4	Consistently and independently finds the length of objects using concrete models or standard measuring tools	Inconsistently finds the length of objects using concrete models for standard units of length, or finds the length with support	Limited ability to find the length of objects using concrete models for standard units of length	Unable to find the length of objects using concrete models for standard units of length
I can describe the relationship between the size of the unit and the number of units needed to equal the length of an object.	2.9B describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object	1, 2, 3, 4	Consistently and independently describes the relationship between the size of the unit and the number of units needed to equal the length of an object	Inconsistently describes the relationship between the size of the unit and the number of units needed to equal the length of an object	Limited ability to describe the relationship between the size of the unit and the number of units needed to equal the length of an object	Unable to describe the relationship between the size of the unit and the number of units needed to equal the length of an object

I can represent numbers on a number line (ruler).	2.9C represent whole numbers as distances from any given location on a number line	1, 2, 3,4	Consistently and independently represents numbers on a number line (ruler)	Inconsistently represents numbers on a number line (ruler)	Limited ability to represent numbers on a number line (ruler)	Unable to represent numbers on a number line (ruler)
I can solve a problem involving length, including estimating length.	2.9E determine a solution to a problem involving length, including estimating lengths	1, 2, 3,4	Consistently and independently solves problems involving length, including estimating length	Inconsistently solves problems involving length, including estimating length	Limited ability to solve problems involving length, including estimating length	Unable to solve problems involving length, including estimating length
Module 3: Place Value						
I can represent numbers in standard, word, unit and expanded forms.	2.2B use standard, word, & expanded forms to represent numbers up to 1,200;	1, 2, 3, 4	Consistently and independently represents numbers up to 1,200 using words, expanded, and standard form	Represents numbers up to 1,200 using words, expanded, and standard form with support (i.e. place value charts or manipulatives)	Limited ability to represent numbers up to 1,200 using words, expanded, and standard form	Unable to represent numbers up to 1,200 using words, expanded, and standard form
I can use place value to generate, compare and order numbers using comparative language and symbols (<, >, or =).	2.2C generate a number that is greater than or less than a given whole number up to 1,200; 2.2D use place value to compare & order whole numbers up to 1,200 using comparative language, numbers, & symbols (<, >, or =);	1, 2, 3, 4	Consistently and independently compares and orders whole numbers up to 1,200 using symbols <, >, or =, and reads the comparison using language such as greater than, less than and equal to	Compares two numbers either verbally or using symbols with support (i.e. hundreds chart)	Limited ability to compare two numbers verbally or using symbols	Unable to compare two numbers verbally or using symbols
Module 6: Foundation of Multiplication, Division, and Area						
I can model, create and describe situations in which equal sets of objects are combined.	2.6A model, create, & describe contextual multiplication situations in which equivalent sets of concrete objects are joined;	3, 4	Consistently and independently models, creates, and describes situations in which equal sets objects are combined	Inconsistently or with support models, creates, and describes situations in which equal sets objects are combined	Limited ability to model, create, and describe situations in which equal sets objects are combined	Unable to model, create, and describe situations in which equal sets objects are combined
I can model, create and describe situations in which a set of objects is separated into equal sets.	2.6B model, create, & describe contextual division situations in which a set of concrete objects is separated into equivalent sets;	3, 4	Consistently and independently models, creates and describes situations in which a set of objects is separated into equal sets	Inconsistently or with support models, creates and describes situations in which a set of objects is separated into equal sets	Limited ability to model, create and describe situations in which a set of objects is separated into equal sets	Unable to model, create and describe situations in which a set of objects is separated into equal sets
I can determine whether a number up to 40 is even or odd.	2.7A determine whether a number up to 40 is even or odd, using pairings of objects to represent the number;	3, 4	Consistently and independently determines if a number is even or odd	Inconsistently or with support determines if a number is even or odd	Limited ability to determine if a number is even or odd	Unable to determine if a number is even or odd

I can use concrete models of square units to find the area of a rectangle.	2.9F use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit;	3, 4	Consistently and independently determines the area of a rectangle by using concrete models or counting squares	Inconsistently determines the area of a rectangle by using concrete models or counting squares	Limited ability to determine the area of a rectangle by using concrete models or counting squares	Unable to determine the area of a rectangle by using concrete models or counting squares
Module 7: Length, Money and Data						
I can locate and/or name the number that corresponds to a specific point on a number line.	2.2E locate the position of a given whole number on an open number line; 2.2F name the whole number that corresponds to a specific point on a number line;	4	Consistently and independently locates and names the number that corresponds to a specific point on a number line	Inconsistently locates and names the number that corresponds to a specific point on a number line	Limited ability to locate and name the number that corresponds to a specific point on a number line	Unable to locate and name the number that corresponds to a specific point on a number line
I can determine the value of a collection of coins up to one dollar and represent using the cent symbol, dollar sign, and decimal point correctly.	2.5A determine the value of a collection of coins up to one dollar; 2.5B use the cent symbol, dollar sign, and decimal point to name the value of a collection of coins;	4	Consistently and independently determines the value of a collection of mixed coins up to one dollar and represents the value using the cent symbol, dollar sign, and decimal point correctly	Inconsistently determines the value of a collection of mixed coins up to one dollar and represents the value using the cent symbol, dollar sign, and decimal point correctly	Limited ability to determine the value of a collection of mixed coins up to one dollar and represent the value using the cent symbol, dollar sign, and decimal point correctly	Unable to determine the value of a collection of mixed coins up to one dollar and represent the value using the cent symbol, dollar sign, and decimal point correctly
I can make and read pictographs and bar graphs using intervals of one or more to show how many are in each category.	2.10A explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category. 2.10B organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.	4	Consistently and independently make and read pictographs and bar graphs using intervals of one or more.	Inconsistently makes and reads pictographs and bar graphs using intervals of one or more.	Limited ability to make and read pictographs and bar graphs using intervals of one or more.	Unable to make and read pictographs and bar graphs using intervals of one or more.
I can use information from a bar graph or pictograph to write/solve word problems and draw conclusions.	2.10C write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals or one 2.10D draw conclusions & make predictions from information in a graph;	4	Consistently and independently draws conclusions and makes predictions from information on both pictographs and bar graphs	Draws conclusions and makes predictions from information in one type of graph or both with support	Limited ability to draw conclusions and make predictions from information in a graph	Unable to draw conclusions and make predictions from information in a graph

I can solve problems related to saving and spending.	2.11A calculate how money saved can accumulate into a larger amount over time. 2.11B explain that saving is an alternative to spending. 2.11C distinguish between a deposit and a withdrawal.	4	Consistently and independently solves problems related to saving and spending	Inconsistently or with support solves problems related to saving and spending	Limited ability to solve problems related to saving and spending	Unable to solve problems related to saving and spending
I can understand the difference between borrowing and lending.	2.11D identify examples of borrowing and distinguish between responsible and irresponsible borrowing. 2.11E identify examples of lending and use concepts of benefits and costs to evaluate lending decisions.	4	Consistently and independently distinguishes between borrowing and lending	Inconsistently or with support distinguishes between borrowing and lending	Limited ability to distinguish between borrowing and lending	Unable to distinguish between borrowing and lending
I can understand the difference between producers and consumers.	2.11F differentiate between producers and consumers and calculate the cost to produce a simple item.	4	Consistently and independently understands the difference between producers and consumers	Inconsistently or with support understands the difference between producers and consumers	Limited ability to understand the difference between producers and consumers	Unable to understand the difference between producers and consumers
Module 8: Time, Shapes and Fractions						
I can partition objects into equal parts and name the equal parts.	2.3A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.	4	Consistently and independently partitions objects into equal parts and names the equal parts	Inconsistently or with support partitions objects into equal parts and names the equal parts	Limited ability to partition objects into equal parts and name the equal parts	Unable to partition objects into equal parts and name the equal parts
I can explain the relationship between the size of the fractional parts and the number of parts used to make a whole.	2.3B explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.	4	Consistently and independently explains the relationship between the size of the fractional parts and the number of parts used to make a whole	Inconsistently or with support explains the relationship between the size of the fractional parts and the number of parts used to make a whole	Limited ability to explain the relationship between the size of the fractional parts and the number of parts used to make a whole	Unable to explain the relationship between the size of the fractional parts and the number of parts used to make a whole
I can use concrete models to count fractional parts of a whole and beyond using words.	2.3C use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.	4	Consistently and independently uses concrete models to count fractional parts of a whole and beyond using words	Inconsistently or with support uses concrete models to count fractional parts of a whole and beyond using words	Limited ability to use concrete models to count fractional parts of a whole and beyond using words	Unable to use concrete models to count fractional parts of a whole and beyond using words
I can identify examples and non-examples of halves, fourths, and eighths.	2.3D identify examples and non-examples of halves, fourths, and eighths.	4	Consistently and independently identifies examples and non-examples of halves, fourths, and eighths	Inconsistently or with support identifies examples and non-examples of halves, fourths, and eighths	Limited ability to identify examples and non-examples of halves, fourths, and eighths	Unable to identify examples and non-examples of halves, fourths, and eighths
I can create and compose 2-D shapes based on given attributes.	2.8A&D create two-dimensional shapes based on given attributes, including number of sides and vertices;	4	Consistently and independently creates 2-D shapes based on attributes	Inconsistently or with support creates 2-D shapes based on attributes	Limited ability to create 2-D shapes based on attributes	Unable to create 2-D shapes based on attributes

I can classify and sort 3-D solids based on attributes.	2.8B classify & sort 3-D solids including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), & triangular prisms, based on attributes using formal geometric language;	4	Consistently and independently classifies and sorts all 3-D solids including spheres, cones, cylinders, rectangular prisms, cubes & triangular prisms	Inconsistently classifies and sorts 3-D solids based on attributes using formal geometric language, or classifies and sorts with support	Limited ability to classify and sort 3-D solids based on attributes	Unable to classify and sort 3-D solids based on attributes
I can classify and sort polygons (2-D shapes) with 12 or fewer sides according to attributes.	2.8C classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices;	4	Consistently and independently classifies and sorts all polygons according to attributes, including identifying the number of sides and vertices	Inconsistently classifies and sorts polygons based on attributes using formal geometric language, or classifies and sorts with support	Limited ability to classify and sort polygons based on attributes	Unable to classify and sort polygons based on attributes
I can compose 3-D solids with given properties or attributes.	2.8D compose three-dimensional solids with given properties or attributes;	4	Consistently and independently composes 3-D solids based on properties or attributes	Inconsistently or with support composes 3-D solids based on properties or attributes	Limited ability to compose 3-D solids based on properties or attributes	Unable to compose 3-D solids based on properties or attributes
I can decompose 2-D shapes and identify the new shapes.	2.8E decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts;	4	Consistently and independently decomposes 2-D shapes and identifies the new shapes	Inconsistently decomposes 2-D shapes and/or unable to identify the new shapes	Limited ability to decompose 2-D shapes	Unable to decompose 2-D shapes
I can read and write time using analog/digital clocks and distinguish between a.m./p.m.	2.9G read & write time to the nearest one-minute increment using analog and digital clocks & distinguish between a.m. & p.m.;	4	Consistently and independently reads and writes time to the nearest one-minute increment using both analog and digital clocks, and distinguishes between a.m. and p.m.	Reads and writes time to the nearest hour, half hour, or 15-minute increments using analog and digital clocks, and distinguishes between a.m. and p.m.	Limited ability to read and write time using analog and digital clocks, and/or to distinguish between a.m. and p.m.	Unable to read and write time using analog and digital clocks, and/or to distinguish between a.m. and p.m.

Consistently = Able to complete tasks with 86-100% accuracy of the time over the assessment term

- i.e. Student is accurate the majority of the time.

Inconsistently = Able to complete tasks with 71-85% accuracy of the time over the assessment term

- i.e. Students is accurate most of the time.

Limited Ability = Able to complete tasks with 50-70% accuracy of the time over the assessment term

- i.e. Student is accurate more than half the time, but usually with supports.

Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term

- i.e. Student is accurate less than half the time.

With support = Instructional tools (i.e. dictionaries, word walls) or teacher prompts (i.e. suggesting strategy, asking questions, giving sentence stems)