Grade 2 Progress Report Rubric Mathematics

Operations and Algebraic Thinking

Represents and solves problems involving addition and subtraction (2.OA.1)				
Marking Period	1	2	3	4
1				
2	Unable to: * Solve two-step word problems within 100 and solve for unknowns.	With prompting and support: *Uses addition and subtraction within 100 to solve two-step word problems; *Uses addition and subtraction within 100 to solve problems with unknowns in all positions.	Independently and consistently: *Uses addition and subtraction within 100 to solve two-step word problems; *Uses addition and subtraction within 100 to solve problems with unknowns in all positions.	*Meets all the criteria for a 3 and solves two-step word problems and writes equations with unknowns in all positions.
3	Reassess as needed			

Adds and subtracts within 20 (2.OA.2)				
Marking Period	1	2	3	4
1	Unable to: *Fluently adds and subtract within 20 without using manipulatives; *Show little or no evidence of mental math strategies.	With prompting and support: *Fluently adds and subtracts within 20 using mental strategies; *Shows evidence of mental math strategies.	Independently and consistently: *Uses mental strategies to demonstrate fluency of addition and subtraction facts within 20. *Shows evidence of mental math strategies	* Uses mental strategies to demonstrate fluency of addition and subtraction facts **beyond** 20; *Shows evidence of mental math strategies
2	Reassess as needed			
3	Reassess as needed			

Works within equal groups of objects to gain foundations for multiplication (2.OA.3) (2.OA.4)				
Marking Period	1	2	3	4
1				
2	Unable to: * Determine whether a group of objects (up to 20) has an odd or even number; *Write an equation arranged in a repeated addition sentence or an array.	With prompting and support: * Determines whether a group of objects (up to 20) has an odd or even number; *Writes a repeated addition sentence or an array.	Independently and consistently: *Determines whether a group of objects (up to 20) has an odd or even number; *Writes a repeated addition sentence or an array.	*Determines whether a group of objects **beyond** 20 has an odd or even number; *Writes a repeated addition sentence or an array.
3	Reassess as needed			

Numbers and Operations in Base Ten

Understands Place Value (2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4)				
Marking Period	1	2	3	4
1	Unable to: *Read and write numbers in all three forms and determine the value of digits in a number within 999; *Count within 1,000 and skip counting by 5s, 10s, and 100s within 1,000; *Compare two three-digit numbers within 999 based on hundreds, tens, and ones using <, =, and >.	With prompting and support: *Reads and writes numbers in all three forms and determines the value of digits in a number within 999; *Counts within 1,000 and skip counts by 5s, 10s, and 100s within 1,000; *Compares two three-digit numbers within 999 based on hundreds, tens, and ones using <, =, and >.	Independently and consistently: *Reads and writes numbers in all three forms and determines the value of digits in a number within 999; *Counts within 1,000 and skip counts by 5s, 10s, and 100s within 1,000; *Compares two three-digit numbers within 999 based on hundreds, tens, and ones using <, =, and >.	*Meets criteria for a 3 and applies to numbers **beyond** 1000.
2	Unable to: *Count and skip count by 5s and 10s related to multiplication.	With prompting and support: *Counts and skip counts by 5sand 10s related to multiplication.	Independently and consistently: *Counts and skip counts by 5s and 10s related to multiplication.	*Meets criteria for a 3 and counts and skip counts by other groupings.
3	Reassess as needed			

Uses place value understanding and properties of operations to add and subtract (2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9)				
Marking Period	1	2	3	4
1				
2	Unable to: *Use place value understanding to add and subtract fluently and accurately within 100; *Use multiple strategies and models to accurately add and subtract 2 three-digit numbers with and without regrouping within 200; *Explain the strategy used.	With prompting and support: *Uses place value understanding to add and subtract fluently and accurately within 100; *Uses multiple strategies and models to accurately add and subtract 2 three-digit numbers with and without regrouping within 200; *Explains the strategy used.	Independently and consistently: *Uses place value understanding to add and subtract fluently and accurately within 100; *Uses multiple strategies and models to accurately add and subtract 2 three-digit numbers with and without regrouping within 200; *Explains the strategy used.	*Meets all the criteria for a 3 and extends to **beyond** 100 and more than four two – digit numbers.
3	Unable to: *Use place value understanding to add and subtract fluently and accurately within 100; *Use mental math strategies to add and subtract 10 or 100 from any given number 100-200; *Use multiple strategies and models to accurately add and subtract 2 three-digit numbers with and without regrouping within 200; *Explain the strategy used.	With prompting and support: *Uses place value understanding to add and subtract fluently and accurately within 100; *Uses mental math strategies to add and subtract 10 or 100 from any given number 100-200; *Uses multiple strategies and models to accurately add and subtract 2 three-digit numbers with and without regrouping within 200; *Explains the strategy used.	Independently and consistently: *Uses place value understanding to add and subtract fluently and accurately within 100; *Uses mental math strategies to add and subtract 10 or 100 from any given number 100-200; *Uses multiple strategies and models to accurately add and subtract 2 three-digit numbers with and without regrouping within 200; *Explains the strategy used.	*Meets all the criteria for a 3 and extends to **beyond** 100 and more than four two – digit numbers.

Measurement and Data

Measures and estimates lengths in standard units(2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4)				
Marking Period	1	2	3	4
1				
2	Unable to: *Apply the standard and extend this knowledge by accurately measuring objects with multiple tools; *Accurately estimate measurement with a given unit.	With prompting and support: *Applies the standard and extends this knowledge by accurately measuring objects with multiple tools; *Accurately estimates measurement with a given unit.	Independently and consistently: *Applies the standard and extends this knowledge by accurately measuring objects with multiple tools; *Accurately estimates measurement with a given unit.	*Applies the standard and extends this knowledge with the ability to perform conversions (1 foot instead of 12 inches); *Accurately estimates measurement with multiple units.
3	Reassess as needed			

Relate addition and subtraction to length (2.MD.5, 2.MD.6)				
Marking Period	1	2	3	4
1				
2	Unable to: *Use addition and subtraction models within 100 to solve two-step word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem; *Represent whole numbers, two-digit sums and differences within 100 on a number line diagram; *Write a number sentence to represent the addition or subtraction situation.	With prompting and support: *Uses addition and subtraction models within 100 to solve two-step word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem; *Represents whole numbers, two-digit sums and differences within 100 on a number line diagram; *Writes a number sentence to represent the addition or subtraction situation.	Independently and consistently: *Uses addition and subtraction models within 100 to solve two-step word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem; *Represents whole numbers, two-digit sums and differences within 100 on a number line diagram; *Writes a number sentence to represent the addition or subtraction situation.	Extends all criteria for a 3 and can represent whole numbers, sums and differences beyond 100 on a number line diagram.
3	Reassess as needed			

Works with time and money (2.MD.7, 2.MD.8)				
Marking Period	1	2	3	4
1				
2	Unable to: *Tell time in 5-minute increments from both analog and digital clocks using a.m. and p.m.; *Add and subtract to solve one-step word problems involving money situations, adding to, taking from, and comparing with unknowns in all positions.	With prompting and support: *Tells time in 5-minute increments from both analog and digital clocks using a.m. and p.m.; *Adds and subtracts to solve one-step word problems involving money situations, adding to, taking from, and comparing with unknowns in all positions.	Independently and consistently: *Tells time in 5-minute increments from both analog and digital clocks using a.m. and p.m.; *Adds and subtracts to solve one-step word problems involving money situations, adding to, taking from, and comparing with unknowns in all positions.	Extends all criteria for a 3. *Tells time in 1-minute increments from both analog and digital clocks using a.m. and p.m. and solves problems involving elapsed time; *Adds and subtracts to solve one-step word problems involving money situations, adding to, taking from, and comparing with unknowns in all positions.
3	Reassess as needed			

Represents and interprets data (2.MD.9, 2.MD.10)				
Marking Period	1	2	3	4
1				
2				
3	Unable to: *Generate measurement data and show the data on a line plot with whole unit scales; *Construct, read and interpret data on picture and bar graphs (up to four categories), and solve problems using the information from these graphs.	With prompting and support: *Generates measurement data and shows the data on a line plot with whole unit scales; *Constructs, reads and interprets data on picture and bar graphs (up to four categories), and solves problems using the information from these graphs.	Independently and consistently: *Generates measurement data and shows the data on a line plot with whole unit scales; *Constructs, reads and interprets data on picture and bar graphs (up to four categories); and solves problems using the information from these graphs.	Extends all criteria for a 3.

Geometry

Reasons with shapes and their attributes. (2.G.1, 2.G.2, 2.G.3)				
Marking	1	2	3	4
1				
2				
3	Unable to: *Identify, draw, and describe attributes of a shape when given its name; * Draw and name a shape when given its attributes (shapes to include triangles, quadrilaterals, pentagons, hexagons, and cubes); *Partition a rectangle into rows and columns to determine area; *Partition circles and rectangles into two, three, and four equal shares using proper mathematics vocabulary to describe the shares; *Describe the whole as the sum of the parts and recognize that equal shares must be the same shape.	With prompting and support: *Identifies, draws, and describes attributes of a shape when given its name; * Draws and names a shape when given its attributes (shapes to include triangles, quadrilaterals, pentagons, hexagons, and cubes); *Partitions a rectangle into rows and columns to determine area; *Partitions circles and rectangles into two, three, and four equal shares using proper mathematics vocabulary to describe the shares; *Describes the whole as the sum of the parts and recognize that equal shares must be the same shape.	Independently and consistently: *Identifies, draws, and describes attributes of a shape when given its name; *Draws and names a shape when given its attributes (shapes to include triangles, quadrilaterals, pentagons, hexagons, and cubes); *Partitions a rectangle into rows and columns to determine area; *Partitions circles and rectangles into two, three, and four equal shares using proper mathematics vocabulary to describe the shares; *Describes the whole as the sum of the parts and recognize that equal shares must be the same shape.	*Identifies, draws, and describes attributes of a shape when given its name; *Draws and names a shape when given its attributes (shapes to include triangles, quadrilaterals, pentagons, hexagons, and cubes); *Partitions a rectangle into rows and columns to determine area; *Partitions circles and rectangles into two, three, and four equal shares using proper mathematics vocabulary to describe the shares; *Describes the whole as the sum of the parts and recognize that equal shares must be the same shape.