

**2nd Grade Report Card Benchmarks
Jackson Township School District**

Language Arts Literacy - Grade 2				
Reading: Literature and Informational Text				
<i>Reads closely to answer questions such as the 5 Ws and how to demonstrate understanding of key details in a text.</i>				
Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Occasionally asks and answers questions (who, what, when, where, why, and how) to demonstrate understanding of key details of a text. Student attempts to demonstrate understanding of stories and informational texts.	Consistently asks and answers questions (who, what, when, where, why, and how) to understand key details in a text. Demonstrates an understanding of stories and informational texts.	Asks and answers questions (who, what, when, where why, and how) to demonstrate understand key details in a text. Demonstrates verbally and through written response an understanding of stories and informational texts. Student exceeds grade level expectations for this standard.
<i>Identifies the main topic or central message of a story or text.</i>				
Marking Period	1	2	3	4
ALL	The student is not meeting grade level benchmarks for the standard. The student demonstrates some understanding of main idea/central message in his retelling. Written response is basic and provides little to no text evidence. Performance remains inconsistent with support and interventions.	The student occasionally identifies and explains the main topic of multi paragraphs within a text and provides some supporting details in a written response. Identifies and explains central message and story events that support it in a written response. Retellings and written responses demonstrate a partial understanding of the text.	The student consistently identifies and explains the main topic of multi paragraphs within a text and provides supporting details in a written response. Identifies and explains central message and story events that support it in a written response. Retellings and written responses demonstrate a firm understanding of the text.	The student consistently surpasses grade level expectations when identifying the main topic/central message and the details that support it in grade level text and above. Retellings and written responses demonstrate a strong understanding main idea/ central message of text.
<i>Describes the connection between a series of events (historical, scientific, technical); Describes how characters respond to events and challenges.</i>				

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level benchmarks for the standard. The student rarely demonstrates understanding of characters or how events in history are connected. Performance is inconsistent with support and interventions.	The student attempts to discuss and use written response to describe how characters in a story respond to major events and challenges, explain how events in history are connected, or explain science steps and ideas in informational texts, and acknowledges differences in the point of view of characters.	Using both verbal and written response, this student consistently describes how characters in a story respond to major events and challenges, explains how events in history are connected, explains science steps and ideas in informational texts, and acknowledges differences in the point of view of characters.	Using both verbal and written response, this student consistently describes how characters in a story respond to major events and challenges, explains how events in history are connected, explains science steps and ideas in informational texts, and acknowledges differences in the point of view of characters. Student exceeds grade level expectations for this standard.

Determines the meaning of words or phrases in text; Describes how words and phrases determine meaning in a story, poem or song (repeated lines, beats, rhymes).

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Occasionally uses clues in pictures and text to determine or clarify meaning of words or phrases in a given text. Student struggles with understanding of words and what they mean in narrative and informational texts. Students attempts to use new vocabulary in written responses with limited success.	Consistently uses clues in pictures and text to determine or clarify meaning of words or phrases in a given text. Demonstrates understanding of words and what they mean in narrative and informational texts in written response.	Consistently uses clues in pictures and text to determine or clarify meaning of words or phrases in an above grade level text. Demonstrates an understanding of words and what they mean in narrative and informational texts in written response.

Knows and uses text features to locate facts and information; understands the beginning of a text/story and how the end concludes the action.

Marking Period	1	2	3	4
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ALL	The student is not yet meeting grade level standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Attempts to use information gained from illustrations, text features and words in a print or digital text to explain informational topic. Attempts to use text features to explain informational text. Can occasionally identify and explains the beginning, middle and end of a story when speaking or writing, but performance is inconsistent.	Uses information gained from illustrations, text features and words in a print or digital text to explain informational topic. Consistently identifies and explains the beginning, middle and end of a story when speaking or writing. Consistently uses text features to explain informational text.	Student accurately and independently uses information gained from illustrations, text features and words in a print or digital text to explain informational topic. Consistently identifies and explains the beginning, middle and end of a story when speaking or writing. Consistently uses text features to explain informational text.
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Acknowledges the point of view of characters when reading dialogue aloud; identifying author's purpose.

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Occasionally recognizes that authors write for a purpose and verbally identifies the different purposes. Attempts to verbally explain the point of view of different characters in a given text.	Consistently identifies the main purpose of a text including what the author wants to answer, explain, or describe through speaking and writing. Can explain the point of view of different characters when speaking.	In both discussion and written response, this student identifies the main purpose of a text including what the author wants to answer, explain, or describe. Can explain the point of view of different characters when writing.

Uses information from text illustrations to support the author's point of view.

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Attempts to orally explain why an author/illustrator uses different graphics to support his points in a text.	Can consistently explain why an author uses different graphics to support his points in a text.	Consistently explains why an author uses different graphics to support his points in a text when speaking or writing.

Describes how reasons support the author's points in a text.

Marking Period	1	2	3	4

ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Identifies reasons author uses to convince the reader about the given topic.	Identifies and explains the reasons an author uses to convince the reader about the given topic.	Identifies and explains the reasons an author uses to convince the reader about the given topic when speaking or writing.
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Compares/contrasts most important points presented by two texts on the same topic.

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Recognizes the similarities and differences in two or more versions of the same story. Recognizes key ideas presented in two texts on the same topic.	Compares and contrasts the adventures and experiences of characters in two or more versions of the same story. Compares the most important points in two texts on the same topic.	Consistently compares and contrasts two or more versions of the same story from different cultures. Consistently compares the most important points in two texts on the same topic.

Reading: Foundational Skills

Knows and applies grade level phonics and word analysis when decoding and writing.

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level benchmark for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	The student occasionally applies grade-level phonics and word analysis taught this year. Attempts to apply strategies when encountering new words. Can read and write most second grade words with limited support.	Knows and consistently applies grade-level phonics and word analysis taught this year. Can apply strategies when encountering new words. Can read and spell second grade words.	Student exceeds grade level expectations in phonics and word study.

Reads on-level with accuracy and fluency to support comprehension.

Marking Period	1	2	3	4
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ALL	The student is not yet meeting grade level benchmarks for the standard. Performance is inconsistent with support and interventions.	The student is approaching grade level benchmarks for the standard.	The student is consistently meeting grade level benchmarks for the standard.	The student is exceeding grade level benchmarks for the standard.
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Writes an opinion piece in which they introduce the topic, state an opinion, supplies a reason, and a sense of closure.

Marking Period	1	2	3	4
MP3	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, the writer introduces the topic he/she is talking about, states an opinion, supplies a reason, and states a sense of closure.	With limited support, the writer introduces the topic he/she is talking about, states an opinion, supplies a reason, and states a sense of closure.	Independently, the writer introduces the topic he/she is talking about, states an opinion, supplies a reason, and states a sense of closure.

With guidance and support from adults and peers focuses on a topic, responds to questions and suggestions from peers, and adds details to strengthen writing.

Marking Period	1	2	3	4
MP2	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, the writer rereads his/her writing to self, teacher or partner and revises to make writing look and sound better.	With limited support, the writer rereads his/her writing to self, teacher or partner and revises to make writing look and sound better.	Independently, the writer rereads his/her writing to self, teacher or partner and revises to make writing look and sound better.

Writing: Opinion

Writes an opinion piece including the introduction, statement of opinion, reasons to support opinion, and a concluding statement.

Marking Period	1	2	3	4
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MP3	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, introduces the topic he/she is writing about, states an opinion, supplies reasons that support the opinion, and uses linking words to connect opinion and reasons such as also, another and because. Writer sometimes writes a conclusion reminding readers of his opinion.	With limited support, the writer introduces the topic he/she is writing about, states an opinion, supplies reasons that support the opinion, and uses linking words to connect opinion and reasons such as also, another and because. Writer frequently writes a conclusion reminding readers of his opinion.	Independently, the writer introduces the topic he/she is writing about, states an opinion, supplies reasons that support the opinion, and uses linking words to connect opinion and reasons such as also, another and because. Writer consistently writes a conclusion reminding readers of his opinion.
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Writes informative text with introduction, facts, definitions, and concluding statement.

Marking Period	1	2	3	4
MP2	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, the writer taught readers some important points about a subject and wrote an interesting beginning which named the subject. The writer attempts to use transition words: such as, and, and, also, to show she had more to say and wrote several sentences to conclude his piece. Writer's sample had different parts. Each part told different information about the topic.	With limited support, the writer taught readers some important points about a subject and wrote an interesting beginning which named the subject. The writer used transition words; such as, and, and, also, to show she had more to say and wrote several sentences to conclude his piece. Writer's sample had different parts. Each part told different information about the topic.	Independently, the writer taught readers some important points about a subject and wrote an interesting beginning which named the subject. Independently, the writer used transition words: such as, and, and, also, to show she had more to say and wrote several sentences to conclude his piece. Writer's sample had different parts. Each part told different information about the topic.

Writes narratives to recount a well elaborated event, including details to describe actions, thoughts, and feelings.

Marking Period	1	2	3	4
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<p>MP1</p>	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the writer writes about one time when she did something. In writing a good beginning, writer sometimes chooses an action, talk, or setting and uses order words such as when, then, and after. Writer chooses an action, talk or feeling to create a good ending. Writer attempts to write a lot of lines on a page and wrote across 3 or more pages.</p>	<p>With limited support, the writer writes about one time when she did something. In writing a good beginning, writer frequently chooses an action, talk, or setting and uses order words such as when, then, and after. Writer chooses an action, talk or feeling to create a good ending. Writer frequently writes a lot of lines on a page and wrote across 3 or more pages.</p>	<p>Independently, the writer writes about one time when she did something. In writing a good beginning, writer consistently chooses an action, talk, or setting and uses order words such as when, then, and after. Writer chooses an action, talk or feeling to create a good ending. Writer consistently writes a lot of lines on a page and wrote across 3 or more pages.</p>
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Writing Process and Publishing

With guidance and support from adults and peers, student focuses on a topic and strengthens writing by revising and editing.

<p>Marking Period</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>ALL</p>	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>Student rereads his/her writing to self, teacher, and writing partner. Revises to make writing look and sound better by adding, deleting, and changing some words and details. Rereads writing to self, teacher, and writing partner, to edit for capitalization and punctuation. Attempts to edit independently by consulting reference materials to check and correct spelling.</p>	<p>Student rereads his/her writing to self, teacher, and writing partner. Revises to make writing look and sound better by adding, deleting, and changing some words and details. Rereads writing to self, teacher, and writing partner, to edit for capitalization and punctuation. Edits independently by consulting reference materials to check and correct spelling.</p>	<p>Student rereads his/her writing to self, teacher, and writing partner. Consistently revises to make writing look and sound better by adding, deleting, and changing some words and details. Rereads writing to self, teacher, and writing partner, to edit for capitalization and punctuation. Consistently edits independently by consulting reference materials to check and correct spelling.</p>

Participates in shared research and writing projects.

<p>Marking Period</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
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ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Attempts to work cooperatively and share ideas with peers. Student's performance is inconsistent.	Works cooperatively and shares ideas with peers frequently.	Works cooperatively and successfully shares ideas with peers consistently.
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With guidance and support from adults, gathers information from provided sources to answer a question.

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Is sometimes able to incorporate information from resources into project writing with teacher guidance.	Is frequently able to incorporate information from resources into project writing with teacher guidance.	Is consistently able to incorporate information from resources into project writing with teacher guidance.

Language

Conventions of Standard English: Demonstrates command of the conventions of Standard English grammar and usage when writing (capitalization, punctuation, and spelling) or speaking.

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Student attempts to, but is not consistent in applying grade-level grammar and usage as listed including: frequently occurring, irregular plural nouns to describe multiple things, past-tense irregular verbs, and apostrophe in contractions.	Student applies grade-level grammar and usage including: frequently occurring, irregular plural nouns to describe multiple things, past-tense irregular verbs, and apostrophe in contractions.	Student consistently surpasses grade-level expectations in grammar and usage when writing or speaking.

Uses knowledge of language and its conventions when writing, speaking, reading, or listening, demonstrates understanding of word relationships and nuances in word meanings, and uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Marking Period	1	2	3	4
ALL	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>Student's ability to use context as a clue to the meaning of a word or phrase is developing. Recognizes word relationships and nuances in word meanings most times. In speaking, he attempts to use words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>Student frequently uses context as a clue to meaning of a word or phrase. Student frequently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.</p>	<p>Student consistently surpasses grade-level expectations in language and conventions when writing or speaking.</p>

Vocabulary Acquisition and Use: Determines or clarifies the meaning of unknown and multiple – meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies, demonstrates understanding of figurative language, word relationships and nuances in word meaning, and uses words and phrases acquired through conversations, reading and being read to, and responding to texts (L.2.4-6)

Marking Period	1	2	3	4

ALL	<p>The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.</p>	<p>Occasionally uses context as a clue to the meaning of a word or phrase. Recognizes word relationships and nuances in word meanings most times. In speaking, attempts to use words and phrases acquired through conversations, reading and being read to and responding to texts. Uses small words to learn compound words. Student is beginning to use dictionary/glossary to understand new words.</p>	<p>Frequently uses context as a clue to the meaning of a word or phrase and recognizes word relationships and nuances in word meanings. In speaking, consistently uses words and phrases acquired through conversations, reading and being read to and responding to texts. Uses small words to learn compound words. Uses prefixes and roots to learn new words. Frequently uses dictionary/glossary to understand new words.</p>	<p>Student consistently surpasses grade-level expectations when acquiring new vocabulary.</p>
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Math - Grade 2

Operations and Algebraic Thinking

Represents and solves problems involving addition and subtraction.

Marking Period	1	2	3	4
ALL	<p>Student is not yet able to use addition and subtraction within 100 to solve one and two step word problems. Student is not yet able to take from, put together, and compare with unknowns in all positions.</p>	<p>Student occasionally identifies addition and subtraction within 100 to solve one and two step word problems. Student is occasionally able to take from, put together, and compare with unknowns in all positions.</p>	<p>Student consistently identifies addition and subtraction within 100 to solve one and two step word problems. Student consistently is able to take from, put together, and compare with unknowns in all positions.</p>	<p>Student consistently internalizes the use of addition and subtraction within 100 to solve one and two step problems. Student consistently internalizes the ability to take from, put together, and compare with unknowns in all positions.</p>

Adds and subtracts within 20.

Marking Period	1	2	3	4
ALL	Student is not yet able to add and subtract fluently within 20 using mental strategies.	Student is occasionally able to add and subtract fluently within 20 using mental strategies.	Student is consistently able to add and subtract fluently within 20 using mental strategies.	Student consistently internalizes adding and subtracting fluently within 20 using mental strategies.

Works with equal groups of objects to gain foundations for multiplication.

Marking Period	1	2	3	4
ALL	Student is not yet able to determine whether a group of objects (up to 20) has an odd or even numbers. Student is not yet able to write an equation to express an even number as a sum of two equal addends. Student is not yet able use addition to find the total of objects arranged in rectangular arrays up to 5 rows and up to 5 columns.	Student is occasionally able to determine whether a group of objects (up to 20) has an odd or even numbers. Student is occasionally able to write an equation to express an even number as a sum of two equal addends. Student is occasionally use addition to find the total of objects arranged in rectangular arrays up to 5 rows and up to 5 columns.	Student is consistently able to determine whether a group of objects (up to 20) has an odd or even numbers. Student is consistently able to write an equation to express an even number as a sum of two equal addends. Student is consistently able to use addition to find the total of objects arranged in rectangular arrays up to 5 rows and up to 5 columns	Student consistently internalizes the ability to determine whether a group of objects (up to 20) has an odd or even numbers. Student consistently internalizes the ability to write an equation to express an even number as a sum of two equal addends. Student consistently internalize the ability use addition to find the total of objects arranged in rectangular arrays up to 5 rows and up to 5 columns.

Numbers and Operations in Base Ten

Understands place value.

Marking Period	1	2	3	4
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ALL	<p>Student is not yet able to understand that the three-digit number represents a number that represents amounts of hundreds, tens, and ones. Student is not yet able to recognize 100 as a bundle of ten tens. Student is not yet able to read and write three-digit numbers in multiple ways. Student is not yet able to skip count by 5s, 10s, and 100s. Student is not yet able to write numbers to 1000 using base ten numbers, number names, and expanded form. Student is not yet able to compare two three digit numbers using greater, less, and equal symbols.</p>	<p>Student occasionally able to understand that the three-digit number represents a number that represents amounts of hundreds, tens, and ones. Student is occasionally able to recognize 100 as a bundle of ten tens. Student is occasionally able to read and write three-digit numbers in multiple ways. Student is occasionally able to skip count by 5s, 10s, and 100s. Student is occasionally able to write numbers to 1000 using base ten numbers, number names, and expanded form. Student is occasionally able to compare two three digit numbers using greater, less, and equal symbols.</p>	<p>Student consistently able to understand that the three-digit number represents a number that represents amounts of hundreds, tens, and ones. Student is consistently able to recognize 100 as a bundle of ten tens. Student is consistently able to read and write three-digit numbers in multiple ways. Student is consistently able to skip count by 5s, 10s, and 100s. Student is consistently able to write numbers to 1000 using base ten numbers, number names, and expanded form. Student is consistently able to compare two three digit numbers using greater, less, and equal symbols.</p>	<p>Student can independently understand how to read, write, three digit numbers in multiple ways. Student can independently compare two three digit numbers, skip count by 5s, 10s, and 100s.</p>
	<i>Use place value understanding and properties of operations to add and subtract.</i>			
Marking Period	1	2	3	4

ALL	<p>Student is not yet able to fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Student is not yet able to add two digit numbers using strategies based on place value and properties of operations. Student is not yet able to understand that in adding and subtracting three-digit numbers student will apply place value concepts. Student is not yet able to mentally add or subtract 10 or 100 to a given number.</p>	<p>Student occasionally able to fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Student is occasionally able to add two digit numbers using strategies based on place value and properties of operations. Student is occasionally able to understand that in adding and subtracting three-digit numbers student will apply place value concepts. Student occasionally able to mentally add or subtract 10 or 100 to a given number.</p>	<p>Student consistently able to fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Student consistently able to add two digit numbers using strategies based on place value and properties of operations. Student is consistently able to understand that in adding and subtracting three-digit numbers student will apply place value concepts. Student consistently able to mentally add or subtract 10 or 100 to a given number.</p>	<p>Student independently can fluently add and subtract with 100 using strategies based on place value concepts. Student can independently explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
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Measurement and Data

Measures and estimates length in standard units.

Marking Period	1	2	3	4
MP3	<p>Student is not yet able to measure the length of an object by using an appropriate tool. Student is not yet able to measure with standard units. Student is not yet able to estimate units of inches, feet, centimeters, and meters.</p>	<p>Student is occasionally able to measure the length of an object by using an appropriate tool. Student is occasionally able to measure with standard units. Student is occasionally able to estimate units of inches, feet, centimeters, and meters.</p>	<p>Student is consistently able to measure the length of an object by using an appropriate tool. Student is consistently able to measure with standard units. Student is consistently able to estimate units of inches, feet, centimeters, and meters.</p>	<p>Student can measure, estimate, and express the length difference in terms of a standard unit.</p>

Relates addition and subtraction to length.

Marking Period	1	2	3	4
MP3	Student is not yet able to use addition and subtraction within 100 to solve word problems using length. Student is not yet able to represent whole numbers as lengths from 0 on a number line.	Student occasionally able to use addition and subtraction within 100 to solve word problems using length. Student is occasionally able to represent whole numbers as lengths from 0 on a number line.	Student is consistently able to use addition and subtraction within 100 to solve word problems using length. Student is consistently able to represent whole numbers as lengths from 0 on a number line.	Student can internalize how to use addition and subtraction within 100 to solve word problems using length. Student can internalize how to represent whole numbers as lengths from 0 on a number line.

Works with time and money.

Marking Period	1	2	3	4
MP2 & 3	Student is not yet able tell time and write time from an analog and digital clock to the nearest five minutes using a.m. and p.m. Student is not yet able to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ symbol appropriately.	Student occasionally able tell time and write time from an analog and digital clock to the nearest five minutes using a.m. and p.m. Student is occasionally able to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ symbol appropriately.	Student is consistently able tell time and write time from an analog and digital clock to the nearest five minutes using a.m. and p.m. Student is consistently able to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ symbol appropriately.	Student can exceed telling time from an analog and digital clock. Student can independently use combinations of coins to show one dollar and solve word problems involving money.

Represents and interprets data.

Marking Period	1	2	3	4
MP3	Student is not yet able to generate data by measuring lengths of several objects. Student is not yet able to draw a picture graph and bar graph to represent data.	Student occasionally is able to generate data by measuring lengths of several objects. Student occasionally able to draw a picture graph and bar graph to represent data.	Student consistently is able to generate data by measuring lengths of several objects. Student consistently able to draw a picture graph and bar graph to represent data.	Student can independently organize, represent, and interpret data using a variety of graphs. Student can independently problem solve using graphs.

Geometry

Reasons with shapes and attributes

Marking Period	1	2	3	4
MP3	<p>Student is not yet able to recognize and draw shapes having specified attributes. Student is not yet able to identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Student is not yet able to partition a rectangle into rows and columns of same size squares and count to find the total number of them. Student is not yet able to partition circles and rectangles into two, three, or four equal shares. Student is not yet able to recognize that equal shares of identical wholes need not have the same shape.</p>	<p>Student occasionally able to recognize and draw shapes having specified attributes. Student is occasionally able to identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Student is occasionally able to partition a rectangle into rows and columns of same size squares and count to find the total number of them. Student is occasionally able to partition circles and rectangles into two, three, or four equal shares. Student is occasionally able to recognize that equal shares of identical wholes need not have the same shape.</p>	<p>Student consistently is able to recognize and draw shapes having specified attributes. Student is consistently able to identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Student is consistently able to partition a rectangle into rows and columns of same size squares and count to find the total number of them. Student is consistently able to partition circles and rectangles into two, three, or four equal shares. Student is consistently able to recognize that equal shares of identical wholes need not have the same shape.</p>	<p>Student can independently draw, identify, compare and contrast attributes of different shapes. Student can independently partition shapes in rows and columns and into equal shares.</p>

Social Studies - Grade 2

Understands and applies key vocabulary

Marking Period	1	2	3	4
MP3	<p>Student is not yet able to understand or use basic social studies terms or topic-related vocabulary from units of study.</p>	<p>Student occasionally understands and uses basic social studies terms and topic-related vocabulary from units of study</p>	<p>Student consistently understands and uses basic social studies terms and topic-related vocabulary from units of study.</p>	<p>Student is able to define and apply all social studies terms and topic-related vocabulary from units of study.</p>

Demonstrates an understanding of content knowledge

	Student does not yet demonstrate understanding of key concepts. Student is not yet able to identify or describe relevant ideas and information. Student is not yet able to make connections between content or concepts studied.	Student occasionally demonstrate understanding of key concepts. Student occasionally identifies and describes relevant ideas and information. Student occasionally makes connections between content and concepts studied.	Student consistently demonstrates understanding of key concepts. Student consistently identifies and describes relevant ideas and information. Student consistently makes connections between content and concepts studied.	Student independently demonstrates an understanding of the concepts and independently applies them to other learning situations. Student extends thinking to analyze and evaluate relationships between information, ideas and concepts. Student draws conclusions and makes generalizations.
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Utilizes social studies skills to maximize understanding

Marking Period	1	2	3	4
ALL	Student is not yet able to collect, organize, explain, or interpret information from various sources. Student is not yet able to clearly communicate relevant ideas and information. Student is not yet able to explain relationships orally and in writing.	Student occasionally collects, organizes, explains, or interprets information from various sources. Student is occasionally able to clearly communicate relevant ideas and information. Student is occasionally able to explain relationships orally and in writing.	Student consistently collects, organizes, explains, or interprets information from various sources. Student is consistently able to clearly communicate relevant ideas and information. Student is consistently able to explain relationships orally and in writing.	Student independently collects, organizes, and analyzes relevant information from multiple sources. Student creatively communicates information, relationships, ideas, and concepts orally and in writing.

**Science - Grade 2
All Units**

Content: Demonstrates an understanding of content knowledge

Marking Period	1	2	3	4
ALL	The student is able to recognize and describe the core ideas.	The student is able to summarize core ideas, and apply that knowledge to accurately explain observed phenomenon.	The student is able to use core ideas to accurately explain natural phenomenon, and can make reasonable predictions about future events based upon this knowledge.	The student is able to make connections between different core ideas to create or evaluate solutions to real world problems, or uses the connections between core ideas to justify a new hypothesis.

Science/Engineering Notebook: Creates a well organized, complete and accurate Science and Engineering Notebook with illustrations

Marking Period	1	2	3	4
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ALL	The student is not yet able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student is able to occasionally write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student consistently is able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student can independently write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.
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Design Process: Participates and engages in the presentation, reflection and collaboration components of the Design Process

Marking Period	1	2	3	4
ALL	The student is not yet able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is able to occasionally present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is consistently able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student can independently present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.

Performance Expectations: Satisfies performance expectations for the Design Challenge

Marking Period	1	2	3	4
ALL	Students have designed a solution that did not follow any of the criteria and constraints of the design challenge.	Students have designed a solution that did not follow one or more of the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all the criteria and constraints of the design challenge, and considers real world applications.

Art-Grade 2

Identifies and demonstrates an understanding of skills and concepts, including the Elements of Art, to complete two and three dimensional works of art.

Marking Period	1	2	3	4
	Student is unable to complete 2 and 3-dimensional works of art using basic elements and principles of art.	Student is developing the skills needed to complete 2 and 3-dimensional works of art using basic elements and principles of art.	Student is able to complete 2 and 3-dimensional works of art using basic elements and principles of art.	Student is completely able to complete 2 and 3-dimensional works of art using basic elements and principles of art.

Participates with effort, cooperates, and follows directions.

Marking Period	1	2	3	4
ALL	Student rarely listens in class, and does not	Student sometimes listens in class, focuses on a given	Student listens in class, focuses on a	Student consistently listens in class, focuses on a given task,

	respect rules, routines, procedures, nor focuses on a given task	task, and respects rules, routines and procedures.	given task, and respects rules, routines and procedures.	and respects rules, routines and procedures.
Music - Grade 2				
<i>Demonstrates understanding of skills and concepts.</i>				
Marking Period	1	2	3	4
ALL	<p>Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to sing on pitch. • Student is unable to keep a steady beat. • Student is unable to perform simple rhythm patterns. 	<p>Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is developing the ability to sing on pitch. • Student is developing the ability to keep a steady beat. • Student is developing the ability to perform simple rhythm patterns. 	<p>Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to sing on pitch. • Student is able to keep a steady beat. • Student is able to perform simple rhythm patterns. 	<p>Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to sing on pitch. • Student is consistently able to keep a steady beat. • Student is consistently able to perform simple rhythm patterns.
<i>Participates with effort, cooperates, and follows directions.</i>				
Marking Period	1	2	3	4
ALL	Student rarely listens in class and does not respect rules, routines, procedures, nor focuses on a given task.	Student sometimes listens in class, respects rules, routines, procedures, and focuses on a given task.	Student listens in class, respects rules, routines, procedures, and focuses on a given task.	Student consistently listens in class, respects rules, routines, procedures, and focuses on a given task.
Physical Education - Grade 2				
<i>Participates and engages in moderate to vigorous age-appropriate activities.</i>				
Marking Period	1	2	3	4
	Rarely participates in activities and is not able to engage in moderate to vigorous physical activity. Lacks effort and/or motivation.	Occasionally participates in activities and engages in moderate to vigorous activities. Lacks motivation. Comes to class unprepared at times.	Frequently participates in activities and engages in moderate to vigorous activities. Is prepared for class most of the time.	Consistently participates with enthusiasm and engages in moderate to vigorous activity. Is able to work independently with little or no supervision.
<i>Demonstrates control when moving in relation to others, objects, and boundaries in personal and general space.</i>				
Marking Period	1	2	3	4

ALL	Rarely demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space ensuring the safety of self and others.	Occasionally demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space ensuring the safety of self and others.	Frequently demonstrates control when moving in and around other, objects and within the boundaries in both personal and general space ensuring the safety of self and others.	Consistently demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space ensuring the safety of self and others.
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Demonstrates good sportsmanship and appropriate behavior as both a player and an observer

Marking Period	1	2	3	4
ALL	Rarely displays good sportsmanship, and/or needs frequent reminders on appropriate behavior in class.	Occasionally displays good sportsmanship, and/or needs some reminders on appropriate behavior during class.	Frequently displays good sportsmanship and appropriate behavior during class.	Consistently displays good sportsmanship and is able to explain why it is important. Demonstrates positive behavior, and always follows safety rules.

Media and Technology - Grade 2

Follows basic rules of the library/technology setting

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark.	Demonstrates understanding of concepts and skills.	Independently and consistently uses skills.

Accesses online reference resources

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark.	Demonstrates understanding of concepts and skills.	Independently and consistently uses skills.

Uses proper typing techniques

ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark.	Demonstrates understanding of concepts and skills.	Independently and consistently uses skills.
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Engages in independent reading through the use of digital resources

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark.	Demonstrates understanding of concepts and skills.	Independently and consistently uses skills.

Explains how specific illustrations contribute to a story through the use of digital images

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark.	Demonstrates understanding of concepts and skills.	Independently and consistently uses skills.