

Woodland Park School District

Building the Road to Success

Second Grade Report Card Rubric

4- Exceeding Expectations – Student consistently and independently demonstrates and applies knowledge that exceeds grade level standards.

3- Meeting Expectations – GRADE LEVEL EXPECTATIONS – Student independently meets grade level expectations (refer to rubric below for clarification)

2 – Approaching Expectations – Student demonstrates partial knowledge of grade level standards

1 – Not Meeting Expectations – Student does not meet grade level standards

3

Meeting Expectations

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

Language Arts

Reading Readiness/ Foundational Skills

- Recognizes common high frequency words
 - Students knows spelling-sound correspondences for common vowel teams
 - Student identifies words with inconsistent but common spelling-sound correspondences
 - Student recognizes and reads grade-appropriate irregularly spelled words
- Knows and applies phonics skills in decoding words
 - Student demonstrates an understanding of letters and sounds by figuring out words.
 - Student reads long and short vowels correctly in words.
 - Student reads words with common prefixes and suffixes.
- Knows and applies various reading strategies
 - Student applies knowledge of phonics and word parts, picture clues and context clues to figure out unknown words in a text.
 - Students uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Reads with fluency (expression, rate, phrasing, accuracy)
 - Student reads with purpose and understanding
 - Student reads on-level text orally with accuracy, appropriate rate and expression
- Reads with literal comprehension (retells with key details including main idea, characters, setting and informational text features)
 - Student asks and answers such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
 - Student describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each part builds on one another.
 - Student describes how characters in a story respond to major events and challenges using key details.
 - Student knows and uses various text features (captions, bold print, subheadings, glossaries, indexes.)
 - Student identifies the main topic of a text and details to support it.
 - Student reads and comprehends informational texts.
 - Student compares and contrasts two versions of the same story.
 - Student uses the words in print to demonstrate an understanding of its characters, setting or plot.
- Reads with inferential comprehension (predictions, conclusions, inferences)
 - Student recounts stories to determine the central message/theme, lesson or moral
 - Student uses information gained from illustrations to demonstrate an understanding of its characters, setting or plot.
 - Student describes the relationship between individuals, events, ideas or information

- Student acknowledges differences in points of view of characters.
- Student describes and identifies the logical connections.
- Student explains how illustrations and images contribute to and clarify a text.
- Student describes and identifies the logical connection of how reasons support specific points the author makes in a text.
- Student makes predictions as to what will happen next or what characters might do in a text.
- Student expresses personal connections through discussion.
- Student uses background knowledge and experiences to contribute to text interpretation.
- Demonstrates stamina during independent reading
 - Student is able to read independently for a specified amount of time without distraction.
- Reads grade level text
 - Student can fluently read and comprehend texts within second grade levels.

Writing

- Follows the structure of the genre: Narrative
 - Student is able to recount a well elaborated event or short sequence of events
 - Student uses details to describe actions, thoughts and feelings
 - Student uses temporal words to signal event order
 - Students provides a sense of closure
- Follows the structure of the genre: Informative/Explanatory
 - Student is able to introduce a topic clearly.
 - Student uses evidence-based facts and definitions to develop points.
 - Student provides a conclusion for their piece.
- Follows the structure of the genre: Opinion
 - Student writes opinion pieces in which they introduce the topic or book they are writing about.
 - Student states an opinion.
 - Student supplies reasons that support their opinion.
 - Student uses linking words to connect opinions and reasons
 - Student provides a conclusion.
- Generates ideas with independence
 - Student is able to formulate ideas for writing that coincide with the genre being taught.
 - Student is able to gather and internalize information and then write in their own words.
- Develop ideas in an organized manner
 - Student includes a beginning, middle and ending appropriate to the genre.
- Elaborates by using details and descriptions
 - Students communicates main points clearly to readers.
 - Students provides supporting information or examples that are accurate, relevant and helpful.
- Applies revision and editing strategies
 - Student focuses on a topic.
 - Student strengthens writing as needed through self-reflection, revising and editing.
- Demonstrates stamina during independent writing
 - Student is able to write independently for a specified amount of time without distraction.

Language

- Applies conventions of grammar and usage
 - Student forms and uses collective nouns and irregular plural nouns.
 - Student uses reflexive pronouns.
 - Student forms and uses past tense irregular verbs.
 - Student uses adjective and adverbs and can differentiate between them.
 - Student can produce simple and complex sentences.
- Applies writing mechanics (capitalization, punctuation, complete sentences)
 - Student capitalizes holidays, product names and geographic names.
 - Student uses commas in greetings and closing of letters.

- Student uses appropriate punctuation marks (periods, question marks and exclamation points)
- Learns and applies spelling patterns
 - Student is able to generalize learned spelling patterns.
 - Student correctly spells familiar high-frequency words with regular letter sound relationships and commonly used endings.
- Forms and spaces letters and numbers correctly
 - Student forms upper and lowercase letters and numbers efficiently and proportionately in manuscript print.

Speaking and Listening

- Expresses ideas clearly and effectively
 - Student produces complete sentences and speaks audibly in coherent sentences.
- Demonstrates listening skills for information and understanding
 - Student asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- Participates in group discussions actively and appropriately
 - Student listens to others with care, speaking one at a time about the topics and texts being discussed.
 - Student is respectful during group discussions.
 - Student builds on others talk in conversations.
 - Student asks for clarification or explanation as needed.

3

Meeting Expectations

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

Math

Operations and Algebraic Thinking

- Demonstrates understanding of addition
 - Student understands that addition number sentences can be used to show joining parts of a whole.
 - Student understands that addition and subtraction are inverse operations.
- Demonstrates understanding of subtraction
 - Student understands that subtraction number sentences can be used to show separating parts from a whole.
 - Student understands that addition and subtraction are inverse operations.
- Uses a variety of strategies to solve problems
 - Student displays the inverse relationship of addition and subtraction when solving problems.
 - Student uses manipulatives, pictures and number sentences to solve problems.
 - Student uses a hundreds chart to solve problems.
 - Student adds or subtracts by using the count on, count back, making a ten or decomposing numbers strategies.
 - Student chooses appropriate strategies to solve one and two step word problems involving addition and subtraction within 100.
- Recalls math facts with speed and accuracy
 - Student fluently adds and subtracts 1-digit numbers within 20 using mental strategies.
- Works with equal groups of objects
 - Student understands that a group of objects can be divided up into equal parts (even numbers) or that a group of objects cannot be broken up into equal parts (odd numbers.)
 - Student uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns.
 - Student can write an equation to express the sum of repeated equal addends.

Numbers and Operations in Base Ten

- Understands place value to read, write and count numbers
 - Student understands that three digit numbers represents amounts of hundreds, tens and ones.
 - Student can count within 1000 by skip counting fives, tens and hundreds.
 - Student can read and write numbers to 1000 using base-ten blocks, number names and expanded form.
 - Student compares two three-digit numbers using symbols ($<$, $>$, $=$)
- Uses place value understanding and properties of operations to add and subtract
 - Student can add and subtract within 100 based on place value, properties of operations and/or the relationship between addition and subtraction.
 - Student can add up to four digits numbers.
 - Student can add and subtract within 1000 using models, drawings or strategies.
 - Student understands when adding or subtracting three digit numbers it is sometimes necessary to regroup.
 - Student can mentally add or subtract 10 or 100 to a given number.

Measurement and Data

- Demonstrates understanding of concepts
 - Student can measure the length of an object by selecting the appropriate tool (ruler, yardstick, meter sticks or measuring tapes)
 - Student can estimate the lengths of objects using inches, feet, centimeters and meters.
 - Student can compare the measurement of two objects to determine how much longer one object is than another.
 - Student uses addition and subtraction within 100 to solve word problems involving length.
 - Student can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
 - Student can solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ symbols appropriately.
 - Student can draw picture graphs, bar graphs, and line plots to represent data.
 - Student can solve simple problems using information presented in picture graphs, bar graphs or line plots.

Geometry

- Demonstrates understanding of concepts
 - Student can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
 - Students can identify triangles, quadrilaterals, pentagons, hexagons and cubes.
 - Student can partition a rectangle into rows and columns of same size squares and count to find the total number of them.
 - Student can partition circles and rectangles into two, three or four equal shapes and use the words halves, thirds, half of or fourths.

3

Meeting Expectations

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

Science

Life Science

- Student can plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Student can develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- Students make observations of plants and animals to compare the diversity of life in different habitats.
 - **Clarification Statement:** Emphasis is on the diversity of living things in each of a variety of different habitats.
 - **Assessment Boundary:** Assessment does not include specific animal and plant names in specific habitats.

Earth and Space Science

- Student uses information from several sources to provide evidence that Earth events can occur quickly or slowly. (examples: volcanic explosions and earthquakes which happen slowly or erosion which occurs slowly)
 - **Clarification Statement:** Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.
 - **Assessment Boundary:** Assessment does not include quantitative measurements of timescales.
- Student can compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (example: designs for shrubs, grass and trees to hold back the land)
 - **Clarification Statement:** Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.
- Student can develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Student obtain information to identify where water is found on Earth and that it can be solid or liquid.

Physical Science

- Student can plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (examples of observations can include color, texture, hardness, flexibility)
 - **Clarification Statement:** Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.
- Student can analyze data obtained from testing different materials to determine which materials have the same properties that are best suited for an intended purpose. (examples of properties can include strength, flexibility, hardness, texture and absorbency)
 - **Clarification Statement:** Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.
 - **Assessment Boundary:** Assessment of quantitative measurements is limited to length.
- Student can make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. (examples can include blocks, building bricks or other assorted small objects)
 - **Clarification Statement:** Examples of pieces could include blocks, building bricks, or other assorted small objects.
- Student can construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (example can include water and butter)
 - **Clarification Statement:** Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.