Math Grade 2 Progress Report Rubric

Mathematics	December	March	June
Adds and subtracts numbers with automaticity	M: Students will add and subtract within 20 completing between __ problems within two minutes.	M: Students will add and subtract within 20 completing between __ problems within two minutes.	M: Students will add and subtract within 20 completing between __ problems within two minutes.
	P: Students will add and subtract within 20 completing between __ problems within two minutes.	P: Students will add and subtract within 20 completing between __ problems within two minutes.	P: Students will add and subtract within 20 completing between __ problems within two minutes.
Uses place value to add, subtract and compare numbers	M: Students will consistently add, subtract and compare within 100 and demonstrate understanding of the tens and ones digits recording the results of comparisons with symbols <, >, and =. Students will understand 10 can be thought of as a bundle of ten ones called a *ten* and the numbers 10 through 100 are composed of bundles of ten.	M: Students will consistently add, subtract and compare within 1000 using concrete models, numerals or drawings and understand the meanings of the hundreds, tens and ones digits recording the results of comparisons with symbols <, >, and =. Students will understand 100 can be thought of as a bundle of ten tens called a *hundred* and the numbers 100 through 1000 are composed of bundles of hundreds.	M: Students will consistently add, subtract and compare within 1000 using concrete models, numerals or drawings and understand the meanings of the hundreds, tens and ones digits recording the results of comparisons with symbols <, >, and =. Students will understand 100 can be thought of as a bundle of ten tens called a *hundred* and the numbers 100 through 1000 are composed of bundles of hundreds.
	P: Students will inconsistently add, subtract and compare numbers within 100 and demonstrate understanding of the tens and ones digits recording the results of comparisons with symbols <, >, and =. Students will inconsistently demonstrate understanding that 10 can be thought of as a bundle of ten ones called a *ten* and the numbers 10 through 100 are composed of bundles of ten.	P: Students will inconsistently add, subtract and compare within 1000 using concrete models, numbers or drawings and understand the meanings of the hundreds, tens and ones digits recording the results of comparisons with symbols <, >, and =. Students will inconsistently understand 100 can be thought of as a bundle of ten tens called a *hundred* and the numbers 100 through 1000 are composed of bundles of hundreds.	P: Students will inconsistently add, subtract and compare within 1000 using concrete models, numbers or drawings and understand the meanings of the hundreds, tens and ones digits recording the results of comparisons with symbols <, >, and =. Students will inconsistently understand 100 can be thought of as a bundle of ten tens called a *hundred* and the numbers 100 through 1000 are composed of bundles of hundreds.
Applies properties of operations as strategies to add and subtract multi-digit numbers	M: Students will add and subtract using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Students will demonstrate understanding of subtraction as an unknown-addend problem. Students will add single and double-digit whole numbers using the commutative and associative properties. Students will consistently solve addition and subtraction word problems within 100.	M Students will add and subtract using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Students will demonstrate understanding of subtraction as an unknown-addend problem. Students will add single and double-digit whole numbers using the commutative and associative properties. Students will consistently solve addition and subtraction word problems within 100.	M: Students will add and subtract within 1000 using concrete models, drawings, number strategies based on place value and the commutative and associative properties of operations. Students will consistently solve addition and subtraction word problems within 100.
	P: Students will inconsistently add and subtract using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Students will inconsistently demonstrate understanding of subtraction as an unknown-addend problem. Students will inconsistently add single and double-digit whole numbers using the commutative and associative properties. Students will inconsistently solve addition and subtraction word problems within 20.	P: Students will inconsistently add and subtract using strategies such as: part-part whole, inverse operation, composing and decomposing and benchmark numbers. Students will inconsistently demonstrate understanding of subtraction as an unknown-addend problem. Students will inconsistently add single and double-digit whole numbers using the commutative and associative properties. Students will inconsistently solve addition and subtraction word problems within 100.	P: Students will inconsistently add and subtract within 1000 using concrete models, drawings, number strategies based on place value and the commutative and associative properties of operations. Students will inconsistently solve addition and subtraction word problems within 100.
Reads, writes, and constructs	M: Students will consistently count, read and write to 120 by ones and by tens and use expanded form; students will count forward from a given number within the known sequence.	M: Student will consistently read, write and count to 1000 by 5s, 10s and 100s using base-ten numerals number names and expanded form.	M: Student will consistently read, write and count to 1000 by 5s, 10s and 100s using base-ten numerals number names and expanded form.

numbers	P: Students will inconsistently count, read and write to 120 by ones and by tens and use expanded form; students will inconsistently count forward from a given number within the known sequence.	P: Student will inconsistently read, write and count to 1000 by 5s, 10s and 100s using base-ten numerals number names and expanded form.	P: Student will inconsistently read, write and count to 1000 by 5s, 10s and 100s using base-ten numerals number names and expanded form.
Estimates, measures and compares the units of measure	N/A	N/A	M: Students will estimate, measure and compare the lengths of objects using appropriate tools. Students will consistently tell and write time from analog and digital clocks to the nearest five minutes using AM and PM. Students will consistently solve problems involving bills and coins using symbols appropriately.
			P: Students will inconsistently estimate, measure and compare the lengths of objects using appropriate tools. Students will inconsistently tell and write time from analog and digital clocks to the nearest five minutes using AM and PM. Students will inconsistently solve problems involving bills and coins using symbols appropriately.
Describes, compares, composes and decomposes plane and solid figures	N/A	N/A	M: Students will consistently identify, compare, sort and construct two- and three dimensional shapes. Students will consistently describe geometric features of plane and solid figures comparing their similarities, differences and other attributes (vertices, edges, surfaces). Students will consistently identify and label benchmark fractions ($\frac{1}{2}$, $\frac{1}{3},\frac{1}{4},\frac{1}{6},\frac{1}{8}$).
			P: Students will inconsistently identify, compare, sort and construct two- and three dimensional shapes. Students will inconsistently describe geometric features of plane and solid figures comparing their similarities, differences and other attributes (vertices, edges, surfaces). Students will inconsistently identify and label benchmark fractions ($\frac{1}{2}$, $\frac{1}{3},\frac{1}{4},\frac{1}{6},\frac{1}{8}$).
Constructs viable arguments and justifies reasoning within problem solving	M: Students will defend their reasoning using drawings, words and/or numbers to relate a strategy to a written method and explain why their solutions are accurate. Students will estimate to determine reasonableness of answers.	M: Students will defend their reasoning using drawings, words and/or numbers to relate a strategy to a written method and explain why their solutions are accurate. Students will estimate to determine reasonableness of answers.	M: Students will defend their reasoning using drawings, words and/or numbers to relate a strategy to a written method and explain why their solutions are accurate. Students will estimate to determine reasonableness of answers.
	P: Students will inconsistently defend their reasoning using drawings, words and/or numbers to relate a strategy to a written method and explain why their solutions are accurate. Students will inconsistently estimate to determine reasonableness of answers.	P: Students will inconsistently defend their reasoning using drawings, words and/or numbers to relate a strategy to a written method and explain why their solutions are accurate. Students will inconsistently estimate to determine reasonableness of answers.	P: Students will inconsistently defend their reasoning using drawings, words and/or numbers to relate a strategy to a written method and explain why their solutions are accurate. Students will inconsistently estimate to determine reasonableness of answers.
Effort	M: Students will work independently and collaboratively with minimal assistance. Students will consistently attend to precision.	M: Students will work independently and collaboratively with minimal assistance. Students will consistently attend to precision.	M: Students will work independently and collaboratively with minimal assistance. Students will consistently attend to precision.
	P: Students will work independently and collaboratively with assistance. Students will inconsistently attend to precision.	P: Students will work independently and collaboratively with assistance. Students will inconsistently attend to precision.	P: Students will work independently and collaboratively with assistance. Students will inconsistently attend to precision.

Grade 2

Grade 2

Science Grade 2 Progress Report Rubric

Science	December	March	June
Understands scientific concepts, facts, principles and methods	**M:** Consistently describes: differences in physical properties of matter; life cycle of plants; how rocks and soil form and change; how seashore habitats support coastal organisms.	**M:** Consistently describes: differences in physical properties of matter; life cycle of plants; how rocks and soil form and change; how seashore habitats support coastal organisms.	**M:** Consistently describes: differences in physical properties of matter; life cycle of plants; how rocks and soil form and change; how seashore habitats support coastal organisms.
	P: Inconsistently describes: differences in physical properties of matter; life cycle of plants; how rocks and soil form and change; how seashore habitats support coastal organisms.	**P:** Inconsistently describes: differences in physical properties of matter; life cycle of plants; how rocks and soil form and change; how seashore habitats support coastal organisms.	**P:** Inconsistently describes: differences in physical properties of matter; life cycle of plants; how rocks and soil form and change; how seashore habitats support coastal organisms.
Observes, questions and problem solves using appropriate vocabulary	**M:** Accurately measures and compares using standard measuring tools to sort, organize and present data describing properties of objects and organisms.	**M:** Accurately measures and compares using standard measuring tools to sort, organize and present data describing properties of objects and organisms.	**M:** Accurately measures and compares using standard measuring tools to sort, organize and present data describing properties of objects and organisms.
	P: Inconsistently measures and compares using standard measuring tools to sort, organize and present data describing properties of objects and organisms.	**P:** Inconsistently measures and compares using standard measuring tools to sort, organize and present data describing properties of objects and organisms.	**P:** Inconsistently measures and compares using standard measuring tools to sort, organize and present data describing properties of objects and organisms.
Records, interprets and communicates scientific data	**M:** Accurately communicates observations. Consistently uses data with graphs, pictures and written statements. Asks questions and makes predictions based on observed patterns in the data.	**M:** Accurately communicates observations. Consistently uses data with graphs, pictures and written statements. Asks questions and makes predictions based on observed patterns in the data.	**M:** Accurately communicates observations. Consistently uses data with graphs, pictures and written statements. Asks questions and makes predictions based on observed patterns in the data.
	P: Inconsistently communicates observations. Inconsistently uses data with graphs, pictures and written statements. Inconsistently asks questions and makes predictions based on observed patterns in the data.	**P:** Inconsistently communicates observations. Inconsistently uses data with graphs, pictures and written statements. Inconsistently asks questions and makes predictions based on observed patterns in the data.	**P:** Inconsistently communicates observations. Inconsistently uses data with graphs, pictures and written statements. Inconsistently asks questions and makes predictions based on observed patterns in the data.
Effort	**M:** Students will usually work independently and collaboratively with minimal assistance. Students will consistently attend to precision.	**M:** Students will usually work independently and collaboratively with minimal assistance. Students will consistently attend to precision.	**M:** Students will usually work independently and collaboratively with minimal assistance. Students will consistently attend to precision.
	P: Students will often work independently and collaboratively with assistance. Students will inconsistently attend to precision.	**P:** Students will often work independently and collaboratively with assistance. Students will inconsistently attend to precision.	**P:** Students will often work independently and collaboratively with assistance. Students will inconsistently attend to precision.

Grade 2