

PARENT GUIDE

Second Grade Benchmarks and Rubrics for Reporting Student Progress



2023-2024

Second Grade Benchmarks and Rubrics for Reporting Progress 2023-2024

The Florida B.E.S.T. Standards for English Language Arts and Mathematics below are reported to families on the Second Grade Report Card. Consideration was given to the benchmarks that are most critical to success in third grade. Many of the selected benchmarks encompass mastery of other skills; therefore, not all benchmarks will be individually reported.

Language Arts	Mathematics
<ul style="list-style-type: none"> • Working with Written Words (ELA.2.F.1.3) • Story Elements (ELA.2.R.1.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1) • Retell Stories through Writing (ELA.2.R.3.2.a, ELA.2.F.1.4, ELA.2.V.1.1, ELA.K12.EE.1.1, ELA.K12.EE.2.1) • Text Features (ELA.2.R.2.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1) • Identify the Central Idea (ELA.2.R.2.2, ELA.K12.EE.1.1, ELA.K12.EE.3.1) • Retell Informational Texts through Writing (ELA.2.R.3.2.b, ELA.2.F.1.4, ELA.K12.EE.1.1, ELA.2.V.1.1) • Communicating Through Writing (ELA.2.C.1.1, ELA.2.C.1.2, ELA.2.C.1.3, ELA.2.C.1.4, ELA.2.C.1.5, ELA.2.C.3.1) • Collaborative Conversations (ELA.2.C.2.1, ELA.K12.EE.4.1, ELA.2.V.1.1) 	<ul style="list-style-type: none"> • Compose and Decompose 3-Digit Numbers (MA.2.NSO.1.2) • Plot, Order, and Compare Numbers 0-1,000 (MA.2.NSO.1.3) • Addition and Subtraction Facts to 20 (MA.2.NSO.2.1) • Add and Subtract from 0-100 (MA.2.NSO.2.3) • Solve Addition and Subtraction Real-World Problems (MA.2.AR.1.1) • Determine the unknown number in an equation (MA.2.AR.2.2) • Partition rectangles in different ways (MA.2.FR.1.2) • Estimate and Measure Length (MA.2.M.1.1) • Tell and Write Time (MA.2.M.2.1) • Identify, Draw, and Categorize Two-Dimensional Figures (MA.2.GR.1.1, MA.2.GR.1.2) • Find Perimeter (MA.2.GR.2.2) • Collect, Categorize, and Represent Data (MA.2.DP.1.1)

The Florida B.E.S.T. Standards for English Language Arts and Mathematics are written with the skills and knowledge required of students by the **end of the school year**. Teachers will use a rubric to determine how students are progressing toward mastery of the benchmarks. Since the benchmarks are end of the year expectations, families should expect to see students' performance levels grow across the year from a score of 1 to a score of 3 or 4 by the end of the year. Below is a list of the performance levels that are used on the report card. Scores for each benchmark are entered in Focus.

Definitions of performance levels that are used on the report card:

4	The student has an advanced understanding and exceeds <i>end of year</i> , grade level benchmark mastery. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
3*	The student demonstrates mastery on <i>end of year</i> , grade level benchmark. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
2	The student is approaching <i>end of year</i> , grade level benchmark mastery. A student receiving a 2 understands basic skills and concepts but is not yet independent. The student is applying concepts and skills with increasing success.
1	The student is beginning progress towards <i>end of year</i> , grade level benchmark mastery. A student receiving a 1 benefits from additional support when a Level 1 is NOT the expectation for the quarter.
L	The student has limited progress towards <i>end of year</i> , grade level benchmark mastery. A student receiving an L benefits from additional support.
Z	The benchmark is not assessed during this quarter.

**The 3 is the grade level expectation and is what all students should meet by the end of the year.*

Second Grade ELA Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Phonics- Working with Written Words Quarters 1,2,3,4	Applies knowledge accurately in 0- 1 of the following: <ul style="list-style-type: none"> • Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). • Decode regularly spelled two-syllable words with long and short vowels. • Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). • Decode words with common prefixes and suffixes. • Decode words with silent letter combinations (e.g., knight, comb, island, ghost). 	Applies knowledge accurately in 2 of the following: <ul style="list-style-type: none"> • Decode words with variable vowel teams (e.g., oo, ea, ou) OR vowel diphthongs (e.g., oi, oy, ow). • Decode regularly spelled two-syllable words with long and short vowels. • Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables OR consonant -le (e.g., purple, circle, stumble). • Decode words with common prefixes OR suffixes. • Decode words with silent letter combinations (e.g., knight, comb, island, ghost). 	Applies knowledge accurately in 3-4 of the following: <ul style="list-style-type: none"> • Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). • Decode regularly spelled two-syllable words with long and short vowels. • Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). • Decode words with common prefixes OR suffixes. • Decode words with silent letter combinations (e.g., knight, comb, island, ghost). 	Applies knowledge accurately in ALL of the following: <ul style="list-style-type: none"> • Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). • Decode regularly spelled two-syllable words with long and short vowels. • Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). • Decode words with common prefixes and suffixes. • Decode words with silent letter combinations (e.g., knight, comb, island, ghost). 	Applies knowledge accurately in ALL of the previous skills AND encodes words correctly.
Story Elements Quarters 1,2,3,4	With prompting, identify ALL of the following main story elements in a literary text: <ul style="list-style-type: none"> • Characters • Setting • Events from beginning, middle, and end <p>OR</p> Unable to identify main story elements even with prompting	Demonstrates understanding of 3-4 of the following: <ul style="list-style-type: none"> • Identifies the characters • Identifies the setting • Identifies the events from the beginning, middle, and end of a story in a logical sequence • Describes the character’s feelings • Describes the character’s behavior • Describes the setting including the time, even when not explicitly states • Uses character’s feelings, behaviors, and words to determine the character’s traits 	Demonstrates understanding of 5-6 of the following: <ul style="list-style-type: none"> • Identifies the characters • Identifies the setting • Identifies the events from the beginning, middle, and end of a story in a logical sequence • Describes the character’s feelings • Describes the character’s behavior • Describes the setting including the time, even when not explicitly states • Uses character’s feelings, behaviors, and words to determine the character’s traits 	Demonstrates understanding of ALL of the following: <ul style="list-style-type: none"> • Identifies the characters* • Identifies the setting** • Identifies the events from the beginning, middle, and end of a story in a logical sequence • Describes the character’s feelings • Describes the character’s behavior • Describes the setting including the time, even when not explicitly states • Describes the setting including the time, even when not explicitly states • Uses character’s feelings, behaviors, and words to determine the character’s traits <p>AND</p> Identifies the plot structure including characteristics at beginning, middle, and end (i.e. characters introduced, setting, problem./solution)	Demonstrates understanding of ALL of the following: <ul style="list-style-type: none"> • Identifies the characters* • Identifies the setting** • Identifies the events from the beginning, middle, and end of a story in a logical sequence • Describes the character’s feelings • Describes the character’s behavior • Describes the setting including the time, even when not explicitly states • Uses character’s feelings, behaviors, and words to determine the character’s traits • Identifies the plot structure including characteristics at beginning, middle, and end (i.e. characters introduced, setting, problem./solution) <p>AND</p> Describes how a character’s traits, feelings, or behaviors change including what causes them to change
	Q1 expectation	Q1 expectation	Q2/Q3 expectation	Q4 expectation	Q4 expectation

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
<p>Retell Stories Through Writing</p> <p>Quarters 1,2,3,4</p>	<p>With prompting, retells orally or in writing* ALL of the following main story elements in a literary text:</p> <ul style="list-style-type: none"> •Characters •Setting •At least 1 major event <p>OR</p> <p>Unable to include ALL of the above when retelling a literary text, even with prompting</p>	<p>Retells in writing* ALL of the following main story elements in a literary text:</p> <ul style="list-style-type: none"> •Characters •Setting •1-2 major events in a logical sequence <p>Q1 expectation</p>	<p>Retells in writing* ALL of the following main story elements in a literary text:</p> <ul style="list-style-type: none"> •Characters •Setting •1-2 major events in a logical sequence <p>AND</p> <p>Includes the problem OR solution</p> <p>Q2/Q3 expectation</p>	<p>Retells in writing* ALL of the following main story elements in a literary text:</p> <ul style="list-style-type: none"> •Characters •Setting •Major events in a logical sequence <p>AND</p> <p>Includes the problem AND solution</p> <p>Q4 expectation</p>	<p>Retells in writing* ALL of the following main story elements in a literary text:</p> <ul style="list-style-type: none"> • Characters • Setting • Major events in a logical sequence • Problem • Solution <p>AND</p> <p>Identifies the theme of the literary text</p>
<p>Text Features</p> <p>Quarters 1,2,3,4</p>	<p>With prompting, identifies text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations</p> <p>OR</p> <p>Unable to identify text features, even with prompting</p>	<p>Demonstrates understanding of 1-2 of the following:</p> <ul style="list-style-type: none"> • Identifies text features (titles, headings, captions, graphs, maps, glossaries, and/or illustrations) • Describes text features • Describes the purpose of text features <p>Q1 expectation</p>	<p>Demonstrates understanding of ALL of the following:</p> <ul style="list-style-type: none"> • Identifies text features (titles, headings, captions, graphs, maps, glossaries, and/or illustrations) • Describes text features • Describes the purpose of text features <p>Q2/Q3 expectation</p>	<p>Demonstrates understanding of ALL of the following:</p> <ul style="list-style-type: none"> • Identifies text features (titles, headings, captions, graphs, maps, glossaries, and/or illustrations) • Describes text features • Describes the purpose of text features <p>AND</p> <p>Explains how text features contribute to the meaning of the text</p> <p>Q4 expectation</p>	<p>Demonstrates understanding of ALL of the following:</p> <ul style="list-style-type: none"> • Identifies text features (titles, headings, captions, graphs, maps, glossaries, and/or illustrations) • Describes text features • Describes the purpose of text features <p>AND</p> <p>Explains in writing how text features contribute to/support the central idea of the text</p>
<p>Identify Central Idea</p> <p>Quarters 2,3,4</p>	<p>With prompting, identifies the following in an informational text:</p> <ul style="list-style-type: none"> • Topic of sections of the text and/or the whole text <p>AND/OR</p> <ul style="list-style-type: none"> • Details (relevant and/or irrelevant) <p>OR</p> <p>Unable to identify the topic and details, even with prompting</p>	<p>Demonstrates understanding of ALL of the following in an informational text:</p> <ul style="list-style-type: none"> • Identifies topic of sections of the text • Identifies topic of the whole text • Identifies details (relevant and/or irrelevant) 	<p>Demonstrates understanding of ALL of the following in an informational text:</p> <ul style="list-style-type: none"> • Identifies topic of sections of the text • Identifies topic of the whole text • Identifies relevant details • Identifies author's point (what author wants reader to understand about the topic) <p>Q2/3 expectation</p>	<p>Demonstrates understanding of ALL of the following in an informational text:</p> <ul style="list-style-type: none"> • Identifies topic of sections of the text • Identifies topic of the whole text • Identifies relevant details • Identifies author's point (what author wants reader to understand about the topic) <p>AND</p> <p>Identifies central idea (topic + point = central idea)</p> <p>Q4 expectation</p>	<p>Demonstrates understanding of ALL of the following in an informational text:</p> <ul style="list-style-type: none"> • Identifies topic of sections of the text • Identifies topic of the whole text • Identifies relevant details • Identifies author's point (what author wants reader to understand about the topic) • Identifies central idea (topic + point = central idea) <p>AND</p> <p>Explains in writing how the relevant details support the central idea</p>

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
<p>Identify Central Idea</p> <p>Quarters 2,3,4</p>	<p>With support, identify the central idea and/or details are included but not relevant</p>	<p>Identify central idea and details are included but not relevant</p>	<p>Identify the central idea and relevant details by using 1 of the following:</p> <ul style="list-style-type: none"> • Cite evidence from the text to justify reasoning. • Making inferences that support comprehension <p>Q2/3 expectation</p>	<p>Identify the central idea and relevant details by using ALL of the following:</p> <ul style="list-style-type: none"> • Cite evidence from the text to justify reasoning. • Making inferences that support comprehension <p>Q4 expectation</p>	<p>Identify the central idea AND explain how relevant details support that idea in a text.</p>
<p>Retell Informational Texts Through Writing</p> <p>Quarters 2,3,4</p>	<p>With prompting, retells orally or in writing* or orally ALL the following for an informational text:</p> <ul style="list-style-type: none"> • Topic of the text • Details (relevant and/or irrelevant) <p>OR</p> <p>Unable to retell topic or details even with prompting</p>	<p>Retells in writing* ALL of the following for an informational text:</p> <ul style="list-style-type: none"> • Topic of the text • Details (relevant and/or relevant) 	<p>Retells in writing* ALL of the following for an informational text:</p> <ul style="list-style-type: none"> • Topic of the text • Author’s point (what the author wants the reader to understand about a topic) • 1-2 relevant details <p>Q2/3 expectation</p>	<p>Retells in writing* ALL of the following for an informational text:</p> <ul style="list-style-type: none"> • Central idea (topic + point = central idea) • Relevant details from all sections of the text <p>Q4 expectation</p>	<p>Retells in writing* ALL of the following for an informational text:</p> <ul style="list-style-type: none"> • Central idea (topic + point = central idea) • Relevant details from all sections of the text <p>AND</p> <ul style="list-style-type: none"> • Includes inferences that show the connection between the details and central idea
<p>Communicating Through Writing</p> <p>Quarters 1,2,3,4</p>	<p>With support, attempts the following:</p> <ul style="list-style-type: none"> • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre 	<p>Attempts the following:</p> <ul style="list-style-type: none"> • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre <p>Q1 expectation</p>	<p>Demonstrates MOST of the following:</p> <ul style="list-style-type: none"> • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre • Evidence of use of a source when writing an opinion or expository text <p>Q2 expectation</p>	<p>Demonstrates ALL of the following:</p> <ul style="list-style-type: none"> • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre • Evidence of use of a source when writing an opinion or expository text <p>Q3/Q4 expectation</p>	<p>Demonstrates ALL of the following:</p> <ul style="list-style-type: none"> • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre • Evidence of use of a source when writing an opinion or expository text <p>AND</p> <p>Adds personal or text-to-text connections</p>

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Collaborative Conversations Quarters 1,2,3,4	Participates in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> by demonstrating 1 of the following: <ul style="list-style-type: none"> • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation • Justifies thinking (e.g., "I think because _____") 	Participates in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> by demonstrating 2-3 of the following: <ul style="list-style-type: none"> • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation • Justifies thinking (e.g., "I think because _____") <p style="text-align: right;">Q1 expectation</p>	Participates in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> by demonstrating 4-5 of the following: <ul style="list-style-type: none"> • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation • Justifies thinking (e.g., "I think because _____") <p style="text-align: right;">Q2 expectation</p>	Participates in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> by demonstrating ALL of the following: <ul style="list-style-type: none"> • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation • Justifies thinking (e.g., "I think because .) <p style="text-align: right;">Q3/Q4 expectation</p>	Participates in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> by demonstrating ALL of the following: <ul style="list-style-type: none"> • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation • Justifies thinking (e.g., "I think because .) <p>AND Applies skills in other content areas.</p>

Second Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Compose and Decompose 3-Digit Numbers Quarters 3,4	With support, not yet able to compose and decompose three-digit numbers	With support, students can compose and decompose three-digit numbers using hundreds, tens, and ones with ONE of the following: <ul style="list-style-type: none"> • Objects • Drawings • Expressions or Equations 	Demonstrates an understanding of composing and decomposing three-digit numbers using hundreds, tens, and ones with TWO of the following: <ul style="list-style-type: none"> • Objects • Drawings • Expressions or Equations <p style="text-align: right;">Q3 expectation</p>	Demonstrates an understanding of composing and decomposing three-digit numbers using hundreds, tens, and ones with ALL of the following: <ul style="list-style-type: none"> • Objects • Drawings • Expressions or Equations <p>Is able to justify their thinking</p> <p style="text-align: right;">Q4 expectation</p>	Demonstrates an understanding of composing and decomposing more than three-digit numbers using hundreds, tens, and ones with ALL of the following: <ul style="list-style-type: none"> • Objects • Drawings • Expressions or Equations <p>Is able to justify their thinking</p>
Plot, Order, and Compare Numbers 0-1,000 Quarters 3,4	With support, not yet able to plot, order, and compare numbers up to 1,000	With support demonstrates understanding ONE of the following with whole numbers up to 1,000: <ul style="list-style-type: none"> • Plotting numbers on a number line • Sequentially ordering numbers • Comparing numbers using the terms and symbols (greater than, less than, and equal to) 	Demonstrates understanding TWO of the following with whole numbers up to 1,000: <ul style="list-style-type: none"> • Plotting numbers on a number line • Sequentially ordering numbers • Comparing numbers using the terms and symbols (greater than, less than, and equal to) <p style="text-align: right;">Q3 expectation</p>	Demonstrates understanding ALL of the following with whole numbers up to 1,000: <ul style="list-style-type: none"> • Plotting numbers on a number line • Sequentially ordering numbers • Comparing numbers using the terms and symbols (greater than, less than, and equal to) <p>Is able to justify their thinking</p> <p style="text-align: right;">Q4 expectation</p>	Demonstrates understanding ALL of the following with whole numbers greater than 1,000: <ul style="list-style-type: none"> • Plotting numbers on a number line • Sequentially ordering numbers • Comparing numbers using the terms and symbols (greater than, less than, and equal to) <p>Is able to justify their thinking</p>
Addition and Subtraction Facts to 20 Quarters 1,2,3,4	With support, not yet able to recall addition facts with sums to 10 and related subtraction facts	With support, able to find sums to 10 and recall related subtraction facts <p style="text-align: right;">Q1 expectation</p>	Able to find sums to 20 and recall related subtraction facts <p style="text-align: right;">Q2 expectation</p>	Able to find sums to 20 and recall related subtraction facts with automaticity Is able to justify their thinking <p style="text-align: right;">Q3/Q4 expectation</p>	Able to find sums to 20 and demonstrate an understanding of related subtraction facts with automaticity (number bonds, fact families, fact triangles, etc.) Is able to justify their thinking

For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.

Second Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Add and Subtract Numbers from 0-100 Quarters 2,3,4	With support, not yet able to add two numbers with sums to 100 OR subtract numbers each no larger than 100 Student unable to choose a method they can use reliably	Able to add two whole numbers with sums to 100 with procedural reliability OR Able to subtract two whole numbers, each no larger than 100 with procedural reliability Student needs support to choose a method they can use reliably Q2 expectation	Able to add two whole numbers with sums to 100 with limited accuracy Able to subtract two whole numbers, each no larger than 100 limited accuracy Student able to choose a method they can use reliably Q3 expectation	Able to add two whole numbers with sums to 100 with procedural reliability Able to subtract two whole numbers, each no larger than 100 with procedural reliability Student able to choose a method they can use reliably Is able to justify their thinking Q4 expectation	Able to add two whole numbers with sums greater than 100 with procedural reliability Able to subtract two whole numbers, larger than 100 with procedural reliability Student able to choose a method they can use reliably Is able to justify their thinking
Solve Addition and Subtraction Real-World Problems Quarters 1,2,3,4	With support, not yet able to solve addition OR subtraction real-world problems (problems may be presented orally to the students)	With support, able to solve addition OR subtraction real-world problems (problems may be presented orally to the students) with numbers within 100 Q1 expectation	Able to solve one and two step addition OR subtraction real-world problems (problems may be presented orally to the students) with numbers within 100 Q2 expectation	Able to solve one and two step addition AND subtraction real-world problems (problems may be presented orally to the students) with numbers within 100 Is able to justify their thinking Q3/Q4 expectation	Able to solve one and two step addition AND subtraction real-world problems (problems may be presented orally to the students) with numbers greater than 100 Is able to justify their thinking
Determine the Unknown Number in an Equation Quarters 2,3,4	With support, not yet able to determine the unknown whole number in an addition or subtraction equation, relating three whole numbers	With support, able to determine an unknown whole number in an addition or subtraction equation with three whole numbers within 100 Q2 expectation	Able to determine an unknown whole number in an addition or subtraction equation with three whole numbers within 100 Student shows with limited accuracy Q3 expectation	Able to determine an unknown whole number in an addition or subtraction equation with three or four whole numbers within 100 Student shows accuracy Is able to justify their thinking Q4 expectation	Able to determine an unknown whole number in an addition and/or subtraction equation with three or four whole numbers or beyond 100 Student shows accuracy Is able to justify their thinking
Partition Rectangles in Different Ways Quarter 3, 4	With support, not yet able to partition rectangles into two, three, or four equal sized parts	Able to partition rectangles into two, three, or four unequal sized parts	Able to partition rectangles into two, three, or four equal sized parts in one way Q3 expectation	Able to partition rectangles into two, three, or four equal sized parts in two ways Is able to justify their thinking Q4 expectation	Able to partition rectangles into two, three, and four equal sized parts in two ways Is able to justify their thinking

For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.

Second Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Estimate and Measure Length Quarter 4	With support, not yet able to estimate and measure the length of an object with the appropriate tool	Demonstrates the ability to do ONE of the following: <ul style="list-style-type: none"> • select the appropriate tool • estimate measure objects to the nearest standard unit	Demonstrates the ability to do TWO of the following: <ul style="list-style-type: none"> • select the appropriate tool • estimate measure objects to the nearest standard unit	Demonstrates the ability to select the appropriate tool, estimate, and measure objects to the nearest standard unit Is able to justify their thinking Q4 expectation	Demonstrates the ability to select the appropriate tool, estimate, and measure objects to the nearest standard unit Is able to justify thinking and give another example of an object that could also be measured in that same unit
Tell and Write Time Quarters 3,4	With support, not yet able to tell and write time to the nearest five minutes	Demonstrates the ability to do ONE of the following things using an analog and digital clock: <ul style="list-style-type: none"> • Tell and write time to the nearest 5 minutes • Use a.m. and p.m. appropriately Express portions of an hour using all fractional terms	Demonstrates the ability to do TWO of the following things using an analog and digital clock: <ul style="list-style-type: none"> • Tell and write time to the nearest 5 minutes • Use a.m. and p.m. appropriately Express portions of an hour using all fractional terms Q3 expectation	Demonstrates the ability to do ALL of the following things using an analog and digital clock: <ul style="list-style-type: none"> • Tell and write time to the nearest 5 minutes • Use a.m. and p.m. appropriately • Express portions of an hour using all fractional terms Is able to justify their thinking Q4 expectation	Demonstrates the ability to do ALL of the following things using an analog and digital clock: <ul style="list-style-type: none"> • Tell and write time to the nearest 5 minutes • Use a.m. and p.m. appropriately • Express portions of an hour using all fractional terms*** • Tell and write time to the nearest minute Is able to justify their thinking

For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.

Second Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Identify, Draw, and Categorize 2-D Figures Quarter 1,2,3,4	With support, not yet able to identify and draw two-dimensional figures based on their attributes	Identifies and draws 2 two-dimensional figures based on their defining attributes. <ul style="list-style-type: none"> • triangles • rectangles • squares • pentagons • hexagons • octagons 	Identifies and draws 4 two-dimensional figures based on their defining attributes <ul style="list-style-type: none"> • triangles • rectangles • squares • pentagons • hexagons • octagons Able to categorize 2D figures based on TWO of the following attributes: <ul style="list-style-type: none"> • Number and length of sides • Number of vertices • Closed/not closed • Curved or straight edges 	Identifies and draws ALL two-dimensional figures based on their defining attributes <ul style="list-style-type: none"> • triangles • rectangles • squares • pentagons • hexagons • octagons Able to categorize 2D figures based on ALL of the following attributes: <ul style="list-style-type: none"> • Number and length of sides • Number of vertices • Closed/not closed • Curved or straight edges Is able to justify their thinking	Identifies and draws ALL two-dimensional figures based on their defining attributes <ul style="list-style-type: none"> • triangles • rectangles • squares • pentagons • hexagons • octagons When given a shape, student can identify it and list how they know based on at least three defining attributes. Able to categorize 2D figures based on ALL of the following attributes: <ul style="list-style-type: none"> • Number and length of sides • Number of vertices • Closed/not closed • Curved or straight edges Is able to justify their thinking
Find Perimeter Quarters 4	With support, not yet able to find the perimeter of a polygon	With support, able to find the perimeter of a polygon within 100 units	Able to find the perimeter of a polygon with whole number side lengths with inconsistent accuracy within 100 units	Able to find the perimeter of a polygon with whole number side lengths with accuracy within 100 units Is able to justify their thinking	Able to find the perimeter of a polygon with whole number side lengths within 100 units when not all side lengths are given Is able to justify their thinking

For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.

Second Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
<p>Collect, Categorize, and Represent Data</p> <p style="text-align: center; margin-top: 100px;">Quarter 4</p>	<p>With support, not yet able to:</p> <ul style="list-style-type: none"> ● collect and sort data into categories ● count data in each category ● represent data 	<p>With support, is able to complete ONE of the following:</p> <ul style="list-style-type: none"> ● collect and sort data into categories ● represent data using tallies, tables, pictographs, bar graphs ● use appropriate titles, labels and units 	<p>Is able to complete TWO of the following:</p> <ul style="list-style-type: none"> ● collect and sort data into categories ● represent data using tallies, tables, pictographs, bar graphs ● use appropriate titles, labels and units 	<p>Is able to complete ALL of the following:</p> <ul style="list-style-type: none"> ● collect and sort data into categories ● represent data using tallies, tables, pictographs, bar graphs ● use appropriate titles, labels and units <p>Is able to justify their thinking</p> <p style="text-align: right;">Q4 expectation</p>	<p>Is able to complete ALL of the following:</p> <ul style="list-style-type: none"> ● collect and sort data into categories ● represent data using tallies, tables, pictographs, bar graphs ● use appropriate titles, labels and units ● compare data in each category <p>Is able to justify their thinking</p>
<p><i>For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.</i></p>					