

2nd Grade Standard Based Report Rubric

Language Arts

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Know and apply grade level phonics and word analysis skills in decoding words.	Core phonics Score 80% or above	Core phonics score 70-79%	Core Phonics score below 70%
Know and apply grade-level phonics and word analysis skills in decoding words	S1: Student is able to read 84 or more words per minute. S2: Student is able to read 100 or more words per minute.	S1: Student is able to read 50-83 words per minute. S2: Student is able to read 70-99 words per minute.	S1: Student is able to read 0-49 words per minute. S2: Student is able to read 0-70 words per minute.
Determine the meaning of words and phrases in a text.	Independently, the student will be able to determine the meaning of unknown words.	With prompting, the student will be able to determine the meaning of unknown words.	With teacher support, the student will be able to determine the meaning of unknown words.
Use text evidence to demonstrate understanding of key details in a text.	Independently, the student will use text evidence to demonstrate understanding of key details.	With prompting, the student will use text evidence to demonstrate understanding of key details.	With teacher support, the student will use text evidence to demonstrate understanding of key details.
Find connections within text: story elements, cause/effect, compare/contrast.	Independently, the student will find connections within a text.	With prompting, the student will find connections within a text.	With teacher support, the student will find connections within a text.
Use grade level appropriate capitalization and punctuation.	Consistently uses grade level appropriate capitalization and punctuation.	Sometimes uses grade level appropriate capitalization and punctuation.	Seldom or never uses grade level appropriate capitalization and punctuation.
Generalize learning spelling patterns when writing words.	Consistently generalizes spelling patterns when writing words.	Sometimes generalizes spelling patterns when writing words.	Seldom or never generalizes spelling patterns when writing words.

Write opinion pieces.	Independently, the student will write opinion pieces.	With prompting, the student will write opinion pieces.	With teacher support, the student will write opinion pieces.
Write informative/explanatory pieces.	Independently, the student will write informative/explanatory pieces.	With prompting, the student will write informative/explanatory pieces.	With teacher support, the student will write informative/explanatory pieces.
Write narrative pieces.	Independently, the student will write opinion narrative pieces.	With prompting, the student will write narrative pieces.	With teacher support, the student will write narrative pieces.

Math

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Add within 100. OA	S1: Independently solve addition one- and two- step problems within 50. S2: Independently solve addition one- and two- step problems within 100.	S1: Occasionally solve addition one- and two- step problems within 50. S2: Occasionally solve addition one- and two- step problems within 100.	S1: Rarely able to solve addition one- and two- step problems within 50. S2: Rarely able to solve addition one- and two- step problems within 100.
Subtract within 100.	S1: Independently solve subtraction one- and two- step problems within 50. S2: Independently solve subtraction one- and two- step problems within 100.	S1: Occasionally solve subtraction one- and two- step problems within 50. S2: Occasionally solve subtraction one- and two- step problems within 100.	S1: Rarely able to solve subtraction one- and two- step problems within 50. S2: Rarely able to solve subtraction one- and two- step problems within 100.
Add within 20 using mental strategies.	S1: Fluently add using mental strategies within 10 independently. S2: Fluently add using mental strategies within 20 independently.	S1: Occasionally add using mental strategies within 10. S2: Occasionally able to add using mental strategies within 20.	S1: Rarely able to add using mental strategies within 10. S2: Rarely able to fluently add using mental strategies within 20.
Subtract within 20 using mental strategies.	S1: Fluently subtract using mental strategies within 10 independently. S2: Fluently subtract using mental strategies within 20 independently.	S1: Occasionally able to subtract using mental strategies within 10. S2: Occasionally able to subtract using mental strategies within 20.	S1: Rarely able to fluently subtract using mental strategies within 10. S2: Rarely able to fluently subtract using mental strategies within 20.
Count within 1000.	S1: Able to count to 500, starting at any number independently. S2: Able to count to 1000, starting at any number independently.	S1: Able to count numbers to 500, starting at any number with prompting. S2: Able to count numbers to 1000, starting at any number with prompting.	S1: Unable to count numbers to 500 starting at any number. S2: Unable to count numbers to 1000, starting at any number.
Read and write numbers to 1000.	S1: Able to read and write to 500, starting at any number independently.	S1: Able to read and write numbers to 500, starting at any number with prompting.	S1: Unable to read and write numbers to 500, starting at any number.

	S2: Able to read and write to 1000, starting at any number independently.	S2: Able to read and write numbers to 1000, starting at any number with prompting.	S2: Unable to read and write numbers to 1000, starting at any number.
Measure the length of an object.	Able to measure lengths in centimeters and inches independently	Able to measure lengths in centimeters and inches with prompting.	Unable to measure lengths in centimeters and inches.
Draw a graph to represent data.	Solves simple problems using information presented in a graph independently.	Solves simple problems using information presented in a graph with prompting.	Unable to solve simple problems using information presented in a graph.
Partition a circle and square into equal parts.	Able to divide circles and rectangles into 2, 3, or 4 equal parts independently.	Able to divide circles and rectangles into 2, 3, or 4 equal parts with prompting.	Unable to divide circles and rectangles into 2, 3, or 4 equal parts.

Learning Behaviors/Work Habits

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Completes homework and classwork	Consistently	Occasionally	Rarely
Follows rules and displays appropriate behavior	Consistently	Occasionally	Rarely
Follows directions	Consistently	Occasionally	Rarely
Respectful towards others	Consistently	Occasionally	Rarely
Cooperates with others	Consistently	Occasionally	Rarely