

Semester ONE Rubric – Grade 2

**Math**

Report Card Line	<b>4 ADVANCED</b>	<b>3 PROFICIENT</b>	<b>2 BASIC</b>	<b>1 MINIMAL</b>
<p>Reads, writes and orders numbers to 1,000 (WI B 4.1 and 4.3)</p>	<p>Independently demonstrates all proficient skills (no visual aid) and:</p> <ul style="list-style-type: none"> <li>▪ Uses ordinal numbers to 20<sup>th</sup> in written work (problem solving situations)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads, writes and orders whole numbers to 1000 using visual aids</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
<p>Uses reasonable estimation (WI B 4.2 and D 4.5)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Determines number of objects in a set by estimation (&lt;1000) including rounding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determines number of objects in a set by estimation (&lt;500)</li> <li>▪ Uses reasonable estimation in problem solving situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
<p>Knows basic addition facts to 18 (WI B 4.5 and F 4.6)</p>	<ul style="list-style-type: none"> <li>▪ Automatic use of facts when solving problems</li> <li>▪ Independently uses math strategies (mental math variables, etc.)</li> <li>▪ Independently uses symbolic renaming to 18 (can come up with multiple renamings)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computes basic facts of addition to 18 in written work with minimal errors</li> <li>▪ Uses math strategies (mental math, variables, etc.)</li> <li>▪ Applies addition facts in problem solving activities</li> <li>▪ With teacher support, uses symbolic renaming (e.g. <math>10 = 7+3 = 5+5</math>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computes basic facts of addition to 18 in written work with frequent errors but understands concept</li> <li>▪ Inconsistently uses math strategies</li> <li>▪ Unable to grasp concept of symbolic renaming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows minimal understanding of concept of addition</li> </ul>

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Adds 2-3 digit numbers without regrouping (WI B 4.5 and F 4.6 )	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Automatic use of facts when solving problems</li> <li>▪ Selects algorithms for addition</li> <li>▪ Uses the commutative and associative properties for addition</li> <li>▪ Adds money (&gt;\$1.00)</li> <li>▪ Completes story problems with 2-3 digit addition without regrouping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses mental math</li> <li>▪ Computes 2-3 digit addition without regrouping with minimal errors</li> <li>▪ Applies algorithms for addition</li> <li>▪ Recognizes the commutative and associative properties for addition</li> <li>▪ Adds money using coins (up to \$1.00)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
Adds 2-3 digit numbers with regrouping (WI B 4.5 and F 4.6)	(not reported Semester 1)	(not reported Semester 1)	(not reported Semester 1)	(not reported Semester 1)
Knows basic subtraction facts to 18 (WI B 4.5 and F 4.6)	<ul style="list-style-type: none"> <li>▪ Automatic use of facts when solving problems</li> <li>▪ Independently uses math strategies (mental math, variables, etc.)</li> <li>▪ Independently uses symbolic renaming to 18 (can come up with multiple renamings)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computes basic facts of subtraction to 18 in written work with minimal errors</li> <li>▪ Uses math strategies (mental math, variables, etc.)</li> <li>▪ Applies basic facts to problem solving situations</li> <li>▪ With teacher support, uses symbolic renaming (e.g. <math>10 = 13 - 3 = 15 - 5</math>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computes basic facts of subtraction to 18 in written work with frequent errors but understands concept</li> <li>▪ Inconsistently uses math strategies</li> <li>▪ Unable to grasp concept of symbolic renaming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows minimal understanding of concept of subtraction</li> </ul>

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<p>Subtracts 2-3 digit numbers without regrouping (WI B 4.5 and F 4.6)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Automatic use of facts when solving problems</li> <li>▪ Uses mental math</li> <li>▪ Selects and uses algorithms for subtraction</li> <li>▪ Subtracts money correctly (&gt;\$1.00)</li> <li>▪ Consistently completes 2-3 digit subtraction (without regrouping) with minimal errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applies algorithms for subtraction</li> <li>▪ With teacher modeling, experiments with two digit subtraction problems</li> <li>▪ Is able to set up a problem vertically when given two numbers (recognizes that the larger number needs to be “on top”)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
<p>Subtracts 2-3 digit numbers with regrouping (WI B 4.5 and F 4.6)</p>	<p>(not reported Semester 1)</p>	<p>(not reported Semester 1)</p>	<p>(not reported Semester 1)</p>	<p>(not reported Semester 1)</p>

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<p>Understands place value (WI B 4.1)</p>	<p>Demonstrates all proficient skills with numbers beyond 1000 using physical materials and number lines as well as:</p> <ul style="list-style-type: none"> <li>✓ expanded notation (1000+900+70+2=1972)</li> <li>✓ verbal descriptions</li> <li>✓ written descriptions</li> <li>✓ greater than and less than comparisons</li> </ul>	<ul style="list-style-type: none"> <li>▪ Represents whole numbers through 1000 using place-value concepts                             <ul style="list-style-type: none"> <li>✓ physical materials</li> <li>✓ number lines</li> </ul> </li> <li>▪ Compares numbers using concept of greater than, less than and equal to as well as their symbols (&gt;, &lt;, =)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
<p>Recognizes, creates and extends patterns (WI A 4.1 and F 4.3)</p>	<p>Demonstrates all proficient skills in addition to using:</p> <ul style="list-style-type: none"> <li>✓ graphs</li> <li>✓ tables</li> <li>✓ written explanation of the pattern</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes and creates patterns (recognize only with numbers) and verbally explains the pattern</li> <li>▪ Recognizes that the same pattern can be created and represented in different ways (pictures, charts)</li> <li>▪ Understands the concept of odd and even numbers</li> <li>▪ Applies patterning skills in problem solving activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>

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Collects, creates and interprets data using graphs (WI A 4.2 and E 4.1)	Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>▪ Collects and uses data to make a graph</li> <li>▪ Creates and organizes a graph</li> <li>▪ Writes a reasonable conclusion using the data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creates and organizes graph with teacher assistance</li> <li>▪ Collects data</li> <li>▪ Reads and draws reasonable conclusions based on data verbally</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
Understands the basic characteristics and language of geometry (WI C 4.1, 4.2 & 4.3)	(not reported Semester 1)	(not reported Semester 1)	(not reported Semester 1)	(not reported Semester 1)
Identifies fractional parts (WI B 4.3)	(not reported Semester 1)	(not reported Semester 1)	(not reported Semester 1)	(not reported Semester 1)
Understands concepts of time (WI D 4.1 & 4.3)	Independently demonstrates proficient skills and: <ul style="list-style-type: none"> <li>▪ Shows, tells and writes time to quarter hour interval</li> <li>▪ Sequences events using a clock and/or calendar</li> <li>▪ Estimates and compares varying lengths of time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies parts of a clock: hour and minute hand</li> <li>▪ Shows, tells and writes time to hour, half-hour and 15 minute interval</li> <li>▪ Understands and uses the language of the calendar (ex. date, day, 4<sup>th</sup> Monday of the month)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>

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Understands concepts of money (WID 4.1, 4.3, 4.4 and B 4.2)	<ul style="list-style-type: none"> <li>▪ Quickly uses mental math to recognize, describe, and measure monetary value (3 quarters=.75 cents)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Counts coins to represent a monetary amount (up to \$1.00) in more than one way</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
Understands concepts of measurement (WID 4.1, 4.2, 4.3, 4.4 and 4.5)	(not reported Semester 1)	(not reported Semester 1)	(not reported Semester 1)	(not reported Semester 1)
Uses and communicates problem solving strategies (WI A 4.1 & 4.5)	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Explains solutions to math problems using mathematical language to express ideas precisely</li> <li>▪ Demonstrates above grade level ability to explain problem solving processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses reasoning abilities to:                             <ul style="list-style-type: none"> <li>✓ Identify questions</li> <li>✓ Choose strategies</li> </ul> </li> <li>▪ Explains and demonstrates how a problem is solved (orally and written)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient skills and requires intensive teacher help</li> </ul>
Works with accuracy	<ul style="list-style-type: none"> <li>▪ Work is consistently accurate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work is completed with minimal errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work is completed with frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work is incomplete and/or has significant errors</li> </ul>