

Semester TWO 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 proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Reads, writes and orders whole numbers to 10,000</li> <li>▪ Accurately uses ordinal numbers beyond 20<sup>th</sup> in written work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads, writes and orders whole numbers to 1000 (no visual aid – very minimal teacher prompting)</li> <li>▪ Uses ordinal numbers to 20<sup>th</sup> in verbal and written work</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>▪ Rounds numbers to the nearest 10 and 100</li> <li>▪ Approximates measurements in volume</li> <li>▪ Selects and utilizes estimation in problem solving situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determines number of objects in a set by estimation (&lt;1000)</li> <li>▪ Approximates measurements (weight and length) by using estimation techniques</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>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Recalls the basic facts of multiplication (factors 0-10) in written work</li> <li>▪ Uses symbolic renaming beyond 18 (can come up with multiple renamings)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recalls basic facts of addition to 18 in written work</li> <li>▪ Uses math strategies (mental math, variables, etc.)</li> <li>▪ Applies addition facts in problem solving situations</li> <li>▪ Uses symbolic renaming (10=9+1=8+2)</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 (mental math, variables, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows minimal understanding of concept of addition</li> </ul>

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<p>Adds 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>▪ Selects and applies algorithms for addition</li> <li>▪ Writes and 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 (&gt;\$1.00)</li> <li>▪ Applies concept correctly in story problems</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>Adds 2-3 digit numbers with regrouping (WI B 4.5 and F 4.6)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Completes multiple regrouping problems with accuracy</li> <li>▪ Adds money with multiple regrouping (&gt;\$1.00)</li> <li>▪ Writes and completes story problems with 2-3 digit addition (with multiple regroupings)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computes 2-3 digit addition (with regrouping) with minimal errors</li> <li>▪ Selects and applies algorithms for addition</li> <li>▪ Recognizes and uses the commutative and associative properties for addition</li> <li>▪ Adds money (&gt;\$1.00)</li> <li>▪ Applies concept correctly in story problems</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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<p>Knows basic subtraction facts to 18 (WI B 4.5 and F 4.6)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Recalls the basic facts of multiplication (factors 0-10) in written work</li> <li>▪ Independently uses symbolic renaming beyond 18 (can come up with multiple renamings)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recalls the basic facts of subtraction to 18 in written work (minimal errors)</li> <li>▪ Uses math strategies (mental math, variables, etc.)</li> <li>▪ Applies basic facts to problem solving situations</li> <li>▪ Uses symbolic renaming (<math>14 = 16 - 2 = 18 - 4</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 (mental math, variables, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows minimal understanding of concept of subtraction</li> </ul>
<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>▪ Selects and applies algorithms for subtraction</li> <li>▪ Writes and completes story problems with 2-3 digit subtraction (without regrouping)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses mental math</li> <li>▪ Computes 2-3 digit subtraction (without regrouping) with minimal errors</li> <li>▪ Applies algorithms for subtraction</li> <li>▪ Subtracts money (<math>&gt; \\$1.00</math>)</li> <li>▪ Applies concept correctly in story problems</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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<p>Subtracts 2-3 digit numbers with regrouping (WI B 4.5 and F 4.6)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Completes multiple regrouping problems with accuracy</li> <li>▪ Subtracts money with multiple regrouping (&gt;\$1.00)</li> <li>▪ Writes and completes story problems with 2-3 digit addition (with multiple regroupings)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects and applies algorithms for subtraction</li> <li>▪ Computes 2-3 digit subtraction (with regrouping) with minimal errors</li> <li>▪ Subtracts money (&gt;\$1.00)</li> <li>▪ Applies concept correctly in story problems</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>Understands place value (WI B 4.1)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Represents and explains whole numbers to 10,000 using:                             <ul style="list-style-type: none"> <li>✓ physical materials</li> <li>✓ number lines</li> <li>✓ written descriptions</li> <li>✓ greater and less than comparisons</li> <li>✓ symbolic renaming (e.g. <math>10 = 7+3 = 5+5</math>)</li> <li>✓ expanded notation (<math>8,000+400+20+4 = 8424</math>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Represents and explains whole numbers to 1000 using:                             <ul style="list-style-type: none"> <li>✓ physical materials</li> <li>✓ number lines</li> <li>✓ verbal descriptions</li> <li>✓ written descriptions</li> <li>✓ symbolic renaming (e.g. <math>10 = 7+3 = 5+5</math>)</li> <li>✓ expanded notation (<math>8,00 + 40 + 2 = 842</math>)</li> </ul> </li> <li>▪ Recognizes and uses the concept of greater than, less than and equal to as well as their symbols (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>)</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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<p>Recognizes, creates and extends patterns (WI A 4.1 and F 4.3)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Creates pattern in different ways using pictures, tables, charts and graphs</li> <li>▪ Can write explanation of self-created pattern</li> <li>▪ Writes multiple-digit odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes, creates, and extends patterns (including numbers) in verbal and written form</li> <li>▪ Recognizes that the same pattern can be created and represented in different ways (pictures, tables, charts and graphs)</li> <li>▪ Recalls 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>
<p>Collects, creates and interprets data using graphs (WI A 4.2 and E 4.1)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Works with data in the context of real-life situations by:                             <ul style="list-style-type: none"> <li>✓ determining what data to collect, and how to collect it</li> <li>✓ collecting and displaying data</li> <li>✓ drawing reasonable conclusions based on data</li> </ul> </li> <li>▪ Reads, extracts and uses information presented in graphs, tables and charts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collects and uses data to make a graph</li> <li>▪ Creates and organizes graph</li> <li>▪ Reads and writes reasonable conclusions based on data</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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Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Understands the basic characteristics and language of geometry (WI C 4.1, 4.2 &amp; 4.3)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Creates 2 and 3 dimensional shapes</li> <li>▪ Recognizes and creates symmetrical and congruent designs</li> <li>▪ Experiments with matching two identical shapes after slide, flip, turn</li> </ul>	<ul style="list-style-type: none"> <li>▪ Builds, sorts, names and draws 2 and 3 dimensional shapes</li> <li>▪ Identifies symmetry</li> <li>▪ Explains how figures are related to objects in the environment</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>Identifies fractional parts (WI B 4.3)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Reads, writes, draws, orders, and compares fractions (halves, thirds, &amp; fourths)</li> <li>▪ Identifies fractional parts of sets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands basic concept of fractions (halves, thirds &amp; fourths) through pictorial representation as well as numerals</li> <li>▪ Orders fractions (halves, thirds and fourths)</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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<p>Understands concepts of time (WID 4.1 &amp; 4.3)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Reads and interprets a clock and calendar</li> <li>▪ Knows and uses correct vocabulary dealing with time (appropriate units of measurement)</li> <li>▪ Shows, tells, and writes time to the one minute interval</li> <li>▪ Shows, tells and writes time using the vocabulary “before” and “after” the hour</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 the five minute 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>▪ 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>Understands concepts of money (WID 4.1, 4.3, 4.4 and B 4.2)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Counts bills and coins to represent a monetary amount</li> </ul>	<ul style="list-style-type: none"> <li>▪ Counts coins to represent a monetary amount in more than one way</li> <li>▪ Counts coins to represent a monetary amount using mental math (3 quarters=.75 cents)</li> <li>▪ Selects a group of coins to represent a given amount</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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<p>Understands concepts of measurement (WID 4.1, 4.2, 4.3, 4.4 and 4.5)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Recognizes and describes the attributes of length and weight and chooses the correct unit of measuring</li> <li>▪ Measures to the nearest <math>\frac{1}{4}</math> inch</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses standard measurement to determine length, weight and volume</li> <li>▪ Reads and uses measuring instruments (ruler, scale, thermometer &amp; balance)</li> <li>▪ Measures to the nearest inch and centimeters</li> </ul> <p><b>With Teacher Support:</b></p> <ul style="list-style-type: none"> <li>▪ Measures and calculates perimeter of shapes</li> <li>▪ Measures to the nearest <math>\frac{1}{2}</math> inch</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 and communicates problem solving strategies (WI A 4.1 &amp; 4.5)</p>	<p>Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> <li>▪ Explains and demonstrates how a problem was solved (orally, <u>visually</u> or in written form)</li> <li>▪ Solve multiple step problems</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 &amp; justify strategies</li> <li>✓ Check results</li> </ul> </li> <li>▪ Explains and demonstrates how a problem was 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>
<p>Works with accuracy</p>	<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>