

GRADE 2 STANDARDS BASED REPORT CARD RUBRIC

Students receive an overall achievement grade (ES, MS, PS, BP, I, NA) for each proficiency area.

Each domain is graded according to the rubric below:

ES	MS	PS	BP	I	NA
Exceeds Standard	Meets Standard	Progressing Towards Standard	Beginning to Progress Towards Standard	Insufficient Progress Towards Standard	Progress Not Assessed At This Time

Students receive an Outstanding, Satisfactory, Improvement Needed for each sub-skill within a given domain.

Each separate indicator is scored with a: +, =, or - (according to the rubric below):

RUBRIC		
Outstanding +	Satisfactory =	Improvement Needed -

PHONICS PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
<p>Demonstrates expected phonics skills (blends, segmenting, syllables, vowel patterns)</p>	<p>Consistently and independently:</p> <ul style="list-style-type: none"> ● Distinguishes between long & short vowels in single and multisyllabic words ● Produces single syllable and multisyllabic words orally by blending sounds (phonemes), including consonant blends ● Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable and multisyllabic words ● Segments spoken single syllable and multisyllabic words into their complete sequence of individual sounds <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Distinguishes between long & short vowels in multisyllabic words ● Produces multisyllabic words orally by blending sounds (phonemes), including consonant blends, suffixes, prefixes, and vowel teams 	<p>Consistently:</p> <ul style="list-style-type: none"> ● Distinguishes between long & short vowels in single syllable words ● Produces single syllable words orally by blending sounds (phonemes), including consonant blends ● Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words ● Segments spoken single-syllable words into their complete sequence of individual sounds <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Distinguishes between long & short vowels in two-syllable words ● Produces two syllable words orally by blending sounds (phonemes), including consonant blends, suffixes, prefixes, and vowel teams ● Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken two-syllable words ● Segments spoken two syllable words into their complete sequence of individual sounds 	<p>Beginning to or rarely:</p> <ul style="list-style-type: none"> ● Distinguishes between long & short vowels in single syllable words ● Produces single syllable words orally by blending sounds (phonemes), including consonant blends ● Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words ● Segments spoken single-syllable words into their complete sequence of individual sounds <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Distinguishes between long & short vowels in two-syllable words ● Produces two syllable words orally by blending sounds (phonemes), including consonant blends, suffixes, prefixes, and vowel teams ● Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken two-syllable words ● Segments spoken two syllable words into their complete sequence of individual sounds

<p>Decodes unknown words using skills taught</p>	<ul style="list-style-type: none"> ● Consistently and independently decodes nonsense and real words with accuracy, including words with consonant blends, digraphs, suffixes, prefixes and vowel teams <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Can consistently decode multisyllabic words using phonics skills taught with accuracy 	<ul style="list-style-type: none"> ● Consistently and with support decodes single syllable nonsense and real words using phonics skills taught <p>T2 & T3:</p> <ul style="list-style-type: none"> ● With support decodes multisyllabic words using phonics skills taught 	<ul style="list-style-type: none"> ● Student is beginning to or is inconsistent when decoding single syllable nonsense or real words using phonics skills taught <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Student is inconsistent and needs support when decoding one and two syllable words using phonics skills taught
<p>Encodes unknown words using skills taught</p>	<ul style="list-style-type: none"> ● Consistently masters Foundations written skill assessments with 100% accuracy most of the time 	<ul style="list-style-type: none"> ● Consistently performs at a satisfactory level on Foundations written assessments with at least 75% accuracy 	<ul style="list-style-type: none"> ● Inconsistent performance on written Foundations assessments often scoring below 75% accuracy

READING/COMPREHENSION PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Monitors and self corrects using strategies with flexibility	<p>Student consistently and independently monitors comprehension and self-corrects above grade level texts using a variety of reading strategies such as:</p> <ul style="list-style-type: none"> ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Using text as evidence to support responses <p>T3: Also, strategies such as:</p> <ul style="list-style-type: none"> ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Questioning ● Using text as evidence to support responses 	<p>Student consistently and independently monitors comprehension, and self-corrects, using a variety of reading strategies such as:</p> <ul style="list-style-type: none"> ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on <p>T3: Also, strategies such as:</p> <ul style="list-style-type: none"> ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Questioning 	<p>Student is beginning to or needs support to monitor comprehension, and self-corrects, using a variety of reading strategies such as:</p> <ul style="list-style-type: none"> ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on <p>T3: Also, strategies such as:</p> <ul style="list-style-type: none"> ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Questioning
Reads grade level text for meaning and responds to text	<p>Student reading above the following ARC independent reading level(s):</p> <p>T1:</p> <ul style="list-style-type: none"> ● 1R <p>T2:</p> <ul style="list-style-type: none"> ● 2R <p>T3:</p> <ul style="list-style-type: none"> ● 2R 	<p>Student reading in or within the following ARC independent reading level(s):</p> <p>T1:</p> <ul style="list-style-type: none"> ● 1R <p>T2:</p> <ul style="list-style-type: none"> ● 1R - 2R <p>T3:</p> <ul style="list-style-type: none"> ● 2R 	<p>Student reading below the following ARC independent reading level(s):</p> <p>T1:</p> <ul style="list-style-type: none"> ● 1R <p>T2:</p> <ul style="list-style-type: none"> ● 1R <p>T3:</p> <ul style="list-style-type: none"> ● 2R

<p>Retells stories in a logical order</p>	<p>Without prompting student can:</p> <ul style="list-style-type: none"> ● Identify main characters ● Identify setting (where and when) ● Identify most important events in a text ● Sequence the events in a logical order ● Identify the main idea and some details in a nonfiction text ● Infer the “Big Idea” or “Message” of a text 	<p>With little prompting student can:</p> <ul style="list-style-type: none"> ● Identify main characters ● Identify setting (where and when) ● Identify most important events in a text ● Sequence the events in a logical order ● Identify the main idea and some details in a nonfiction text ● Infer the “Big Idea” or “Message” of a text 	<p>With prompting and direct questions student can:</p> <ul style="list-style-type: none"> ● Identify main characters ● Identify setting (where and when) ● Identify most important events in a text ● Sequence the events in a logical order ● Identify the main idea and some details in a nonfiction text ● Infer the “Big Idea” or “Message” of a text
<p>Identifies story elements in text (e.g. character, plot, setting, events)</p>	<p>Student consistently uses key details and evidence from the text to describe:</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Problem/Solution <p>T2: Also:</p> <ul style="list-style-type: none"> ● Main Idea ● Facts/details ● Cause and Effect ● Theme or Author’s Purpose 	<p>Student consistently uses key details from the text to describe:</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Problem/Solution <p>T2: Also:</p> <ul style="list-style-type: none"> ● Main Idea ● Facts/details <p>T3: Also:</p> <ul style="list-style-type: none"> ● Cause and Effect ● Theme or Author’s Purpose 	<p>Student often uses some details with support and guidance to describe:</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Problem/Solution <p>T2: Also:</p> <ul style="list-style-type: none"> ● Main Idea ● Facts/details <p>T3: Also:</p> <ul style="list-style-type: none"> ● Cause and Effect ● Theme or Author’s Purpose
<p>Recognizes expected high frequency words (high frequency words and Foundations trick words)</p>	<ul style="list-style-type: none"> ● Recognizes above grade high frequency words in isolation and in context ● Recognizes above grade Foundations trick words in isolation and in context 	<ul style="list-style-type: none"> ● Recognizes 80-100% of all high frequency words taught to date ● Recognizes 80-100% of all trick words taught to date 	<ul style="list-style-type: none"> ● Recognizes below 80% of all high frequency words taught to date ● Recognizes below 80% of trick words taught to date

FLUENCY PROFICIENCY

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
<p>Reads on-grade level text fluently with appropriate phrasing and reading rate</p>	<p>T1:</p> <ul style="list-style-type: none"> ● Student can read 59+ words correct per minute in a text that is on-grade level <p>T2:</p> <ul style="list-style-type: none"> ● 85+ words correct per minute <p>T3:</p> <ul style="list-style-type: none"> ● 90+ words correct per minute 	<p>T1:</p> <ul style="list-style-type: none"> ● Student can read 48-58 words correct per minute in a text that is on-grade level <p>T2:</p> <ul style="list-style-type: none"> ● 66-84 words correct per minute <p>T3:</p> <ul style="list-style-type: none"> ● 80-89 words correct per minute 	<p>T1:</p> <ul style="list-style-type: none"> ● Student reads less than 48 words correct per minute in a text that is on-grade level <p>T2:</p> <ul style="list-style-type: none"> ● Less than 66 words correct per minute <p>T3:</p> <ul style="list-style-type: none"> ● Less than 80 words correct per minute

WRITING/LANGUAGE PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Uses complete sentences to express thoughts and ideas	Student consistently composes a variety of fluent, complete sentences using complex subjects and predicates.	Student consistently composes a variety of complete sentences with a subject and predicate.	Student sometimes composes a complete sentence with a subject and predicate, or sometimes needs support.
Produces and organizes a variety of writing (opinion, informational and narrative to match purpose and audience)	<p>T1: Student consistently produces writing that:</p> <ul style="list-style-type: none"> ● Focuses on a topic and supports a main idea with some details or evidence ● Uses interesting and descriptive language to convey a clear message with a logical sequence ● Displays strong evidence of an author’s voice <p>T2: Also:</p> <ul style="list-style-type: none"> ● Focuses on an opinion and supports a main idea with strong detail and evidence 	<p>T1: Student consistently produces writing that:</p> <ul style="list-style-type: none"> ● Focuses on a topic and supports a main idea with some details or evidence ● Conveys a clear message with a logical sequence ● Displays evidence of an author’s voice <p>T2: Also:</p> <ul style="list-style-type: none"> ● Focuses on an opinion and supports a main idea with strong detail and evidence 	<p>T1: With support and guidance, student produces writing, or begins to produce writing that:</p> <ul style="list-style-type: none"> ● Focuses on a topic and supports a main idea with some details or evidence ● Conveys a clear message with a logical sequence ● Displays evidence of an author’s voice <p>T2: Also:</p> <ul style="list-style-type: none"> ● Focuses on an opinion and supports a main idea with strong detail and evidence
Demonstrates the ability to revise and edit	Student consistently and independently : <ul style="list-style-type: none"> ● Rereads own writing ● Corrects most errors ● Revises to clarify and enhance writing 	Student often : <ul style="list-style-type: none"> ● Rereads own writing ● Corrects some errors ● Revises to improve writing 	With support student : <ul style="list-style-type: none"> ● Rereads own writing ● Begins to recognize errors ● Revises to improve writing
Utilizes grade appropriate grammar	Student can consistently identify and apply in isolation and in the context of a sentence: <ul style="list-style-type: none"> ● Singular and plural nouns ● Common and proper nouns 	Student can consistently identify in isolation - and in the context of a sentence: <ul style="list-style-type: none"> ● Singular and plural nouns ● Common and proper nouns 	Student can sometimes identify and apply (with support, if necessary) in isolation and in the context of a sentence: <ul style="list-style-type: none"> ● Singular and plural nouns

	<p>T2: Also:</p> <ul style="list-style-type: none"> ● Possessive nouns ● Verbs ● Subject-verb agreement ● Verb tense ● Adjectives <p>T3: Also:</p> <ul style="list-style-type: none"> ● Adverbs ● Pronouns 	<p>T2: Also:</p> <ul style="list-style-type: none"> ● Possessive nouns ● Verbs ● Subject-verb agreement ● Verb tense ● Adjectives <p>T3: Also:</p> <ul style="list-style-type: none"> ● Adverbs ● Pronouns 	<ul style="list-style-type: none"> ● Common and proper nouns <p>T2: Also:</p> <ul style="list-style-type: none"> ● Possessive nouns ● Verbs ● Subject-verb agreement ● Verb tense ● Adjectives <p>T3: Also:</p> <ul style="list-style-type: none"> ● Adverbs ● Pronouns
Demonstrates proper usage of spelling	<p>Student consistently:</p> <ul style="list-style-type: none"> ● Masters Foundations and spelling assessments ● Applies phonics and spelling strategies 	<p>Student often:</p> <ul style="list-style-type: none"> ● masters Foundations and spelling assessments ● applies phonics and spelling strategies. 	<p>Student displays partial or minimal mastery of Foundations/spelling.</p>
Writes legibly with appropriate size and spacing	<p>Student consistently produces readable pieces of writing with appropriate:</p> <ul style="list-style-type: none"> ● Letter cases ● Size ● Spacing ● No reversals 	<p>Student consistently produces readable pieces of writing with appropriate:</p> <ul style="list-style-type: none"> ● Letter cases ● Size ● Spacing 	<p>Student does not write legibly or displays legible writing some of the time. At times:</p> <ul style="list-style-type: none"> ● Uses incorrect spacing ● Mixes letter cases ● Reverses letters
Uses appropriate mechanics and conventions	<p>Student consistently constructs a piece of writing using appropriate:</p> <ul style="list-style-type: none"> ● Capitalization at the beginning of sentences, "I", and proper nouns ● Ending punctuation, some commas, and quotation marks <p>T2: Also:</p> <ul style="list-style-type: none"> ● Commas, including in greetings & closings of letters ● Apostrophes to form contractions & frequently occurring possessives 	<p>Student consistently constructs a piece of writing using appropriate:</p> <ul style="list-style-type: none"> ● Capitalization at the beginning of sentences, "I", and proper nouns ● Ending punctuation <p>T2: Also:</p> <ul style="list-style-type: none"> ● Commas, including in greetings & closings of letters ● Apostrophes to form contractions & frequently occurring possessives 	<p>Student sometimes constructs a piece of writing (including with support at times, if necessary) using appropriate:</p> <ul style="list-style-type: none"> ● Capitalization at the beginning of sentences, "I", and proper nouns ● Ending punctuation <p>T2: Also:</p> <ul style="list-style-type: none"> ● Commas, including in greetings & closings of letters ● Apostrophes to form contractions & frequently occurring possessives

	<p>T3: Also:</p> <ul style="list-style-type: none"> • Quotation marks 		
Responds to ideas and questions	Student consistently listens critically and responds appropriately to oral communication in a variety of media. The student speaks in a manner that guides the listener to understand important ideas	Student consistently listens critically and responds appropriately to oral communication in a variety of media	Student sometimes listens critically and responds appropriately to oral communication in a variety of media
Acquires and uses grade appropriate vocabulary	Student consistently recognizes and applies grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud	Student consistently recognizes and understands grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud	Student sometimes recognizes and understands (with support, if necessary) grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud

MATH: OPERATIONS AND ALGEBRAIC THINKING PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Adds within 20 fluently	Student has mastered addition facts up to sums of 20 using rote memory	Student has mastered most addition facts up to sums of 20 using rote memory	With guidance and support , student adds up to sums of 20, often using strategies
Subtracts within 20 fluently	Student consistently subtracts within 20 using rote memory	Student consistently: <ul style="list-style-type: none"> ● Demonstrates fluency when subtracting within 20 ● Uses mental strategies, such as counting on or back, and the relationship between addition and subtraction 	With guidance and support, student sometimes: <ul style="list-style-type: none"> ● Demonstrates fluency when subtracting within 20 ● Uses mental strategies, such as counting on or back, and the relationship between addition and subtraction
Adds and subtracts using various strategies taught	Student can independently and consistently use strategies taught: <ul style="list-style-type: none"> ● Counting on or counting back ● Doubles or Near-Doubles ● Make a ten to add and subtract ● Use number patterns to complete related addition and subtraction facts ● Use a number line ● Mental Math strategies Student can use strategies to complete advanced level work.	With little support, student can consistently use strategies taught: <ul style="list-style-type: none"> ● Counting on or counting back ● Doubles or Near-Doubles ● Make a ten to add and subtract ● Use number patterns to complete related addition and subtraction facts ● Use a number line ● Mental Math strategies 	Student has difficulty and needs support applying strategies taught: <ul style="list-style-type: none"> ● Counting on or counting back ● Doubles or Near-Doubles ● Make a ten to add and subtract ● Use number patterns to complete related addition and subtraction facts ● Use a number line ● Mental Math strategies
Solves word problems	Student can independently and consistently: <ul style="list-style-type: none"> ● Use drawings and equations to solve 1 and 2-step word problems ● Choose an appropriate tool or strategy and use to solve a Math problem Student can solve advanced Math problems.	With little support, student can consistently: <ul style="list-style-type: none"> ● Use drawings and equations to solve one and two-step word problems ● Choose an appropriate tool/strategy, and use it to solve a Math problem. 	With guidance and support, student can sometimes: <ul style="list-style-type: none"> ● Use drawings and equations to solve one and two-step word problems ● Choose an appropriate tool/strategy, and use it to solve a Math problem.

Solves problems by finding the missing number in any position	Student can independently and consistently find the missing number in any position when solving addition and subtraction problems to 20	With little support, student can consistently find the missing number in any position when solving addition and subtraction problems to 20	With guidance and support, student can find the missing number in any position when solving addition and subtraction problems to 20
Demonstrates foundations of multiplication using arrays	Student can independently and consistently: <ul style="list-style-type: none"> Find the total number of objects in a set of rows and columns Make arrays with equal rows and equal columns to solve addition problems Model and solve problems involving arrays Student can complete advanced level work using arrays.	With little support student can consistently: <ul style="list-style-type: none"> Find the total number of objects in a set of rows and columns Make arrays with equal rows and equal columns to solve addition problems Model and solve problems involving arrays 	With guidance and support, student can consistently: <ul style="list-style-type: none"> Find the total number of objects in a set of rows and columns Make arrays with equal rows and equal columns to solve addition problems Model and solve problems involving arrays
Understands even and odd numbers	Student can independently and consistently: <ul style="list-style-type: none"> Determine if a number is even or odd Use different ways to tell if a group of objects shown is even or odd 	With little support, student can consistently: <ul style="list-style-type: none"> Determine if a number is even or odd Use different ways to tell if a group of objects shown is even or odd 	Student has difficulty and needs support: <ul style="list-style-type: none"> Determining if a number is even or odd Using different ways to tell if a group of objects shown is even or odd

MATH: NUMBER SENSE AND OPERATIONS PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Understands place value	<p>Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Groups 10 tens to a 100 ● Skip counts by 5's, 10's and 100's using a number line ● Reads, writes, and represents numbers to 1,000 using base10 materials, expanded form, standard form, and word form ● Uses place value patterns to count by 1's and 10's from a given number ● Compares two 3- digit numbers using <, >, and = symbols. ● Tells the value of a digit by where it is placed in a number <p>T2 & T3: Also:</p> <ul style="list-style-type: none"> ● Orally count within 1,000 including skip counting by 5's, 10's, and 100's <p>Uses place value to solve advanced level work.</p>	<p>With little support, student consistently:</p> <ul style="list-style-type: none"> ● Groups 10 tens to a 100 ● Skip counts by 5's, 10's and 100's using a number line ● Reads, writes, and represents numbers to 1,000 using base10 materials, expanded form, standard form, and word form ● Uses place value patterns to count by 1's and 10's from a given number ● Compares two 3- digit numbers using <, >, and = symbols. ● Tells the value of a digit by where it is placed in a number <p>T2 & T3: Also:</p> <ul style="list-style-type: none"> ● Orally count within 1,000 including skip counting by 5's, 10's, and 100's 	<p>Student has difficulty and needs support:</p> <ul style="list-style-type: none"> ● Groups 10 tens to a 100 ● Skip counts by 5's, 10's and 100's using a number line ● Reads, writes, and represents numbers to 1,000 using base10 materials, expanded form, standard form, and word form ● Uses place value patterns to count by 1's and 10's from a given number ● Compares two 3- digit numbers using <, >, and = symbols. ● Tells the value of a digit by where it is placed in a number <p>T2 & T3: Also:</p> <ul style="list-style-type: none"> ● Orally count within 1,000 including skip counting by 5's, 10's, and 100's
Adds 2 and 3-digit numbers using strategies based on place value	<p>Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Add within 100 using place value strategies and a hundred chart ● Add tens and ones to 2-digit numbers using an open number line ● Break apart numbers into tens and ones to find their sum 	<p>With little support, student can consistently:</p> <ul style="list-style-type: none"> ● Add within 100 using place value strategies and a hundred chart ● Add tens and ones to 2-digit numbers using an open number line ● Break apart numbers into tens and ones to find their sum 	<p>Student has difficulty and needs support when:</p> <ul style="list-style-type: none"> ● Add within 100 using place value strategies and a hundred chart ● Add tens and ones to 2-digit numbers using an open number line ● Break apart numbers into tens and ones to find their sum

	<ul style="list-style-type: none"> ● Add using place value and partial sums ● Use mental Math strategies and models to add more than two numbers <p>Student can use place value strategies in advanced level work, adding beyond 100.</p> <p>T2 & T3: Also:</p> <ul style="list-style-type: none"> ● Add 3-digit numbers using an open number line, mental Math strategies, partial sums, and models 	<ul style="list-style-type: none"> ● Add using place value and partial sums ● Use mental Math strategies and models to add more than two numbers <p>T2 & T3: Also:</p> <ul style="list-style-type: none"> ● Add 3-digit numbers using an open number line, mental Math strategies, partial sums, and models 	<ul style="list-style-type: none"> ● Add using place value and partial sums ● Use mental Math strategies and models to add more than two numbers <p>T2 & T3: Also:</p> <ul style="list-style-type: none"> ● Add 3-digit numbers using an open number line, mental Math strategies, partial sums, and models
<p>Subtracts 2 and 3-digit numbers using strategies based on place value</p>	<p>Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Use a hundreds chart to subtract tens and ones ● Use an open number line to subtract tens and ones ● Add up to subtract on an open number line ● Break apart 2-digit numbers to subtract ● Use compensation to make numbers that are easier to subtract <p>Students can complete advanced level work in subtracting with numbers beyond 100.</p> <p>T2 & T3: Also:</p> <ul style="list-style-type: none"> ● Subtract 3-digit numbers using an open number line, mental Math strategies, regrouping, and models 	<p>With little support student can consistently:</p> <ul style="list-style-type: none"> ● Use a hundreds chart to subtract tens and ones ● Use an open number line to subtract tens and ones ● Add up to subtract on an open number line ● Break apart 2-digit numbers to subtract ● Use compensation to make numbers that are easier to subtract <p>T2 & T3: Also:</p> <ul style="list-style-type: none"> ● Subtract 3-digit numbers using an open number line, mental Math strategies, regrouping, and models 	<p>Student has difficulty and needs support:</p> <ul style="list-style-type: none"> ● Using a hundreds chart to subtract tens and ones ● Using an open number line to subtract tens and ones ● Adding up to subtract on an open number line ● Breaking apart 2-digit numbers to subtract ● Using compensation to make numbers that are easier to subtract <p>T2 & T3: Also:</p> <ul style="list-style-type: none"> ● Subtract 3-digit numbers using an open number line, mental Math strategies, regrouping, and models

MATH: MEASUREMENT AND DATA PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Finds the value of a set of coins and/or bills	<p>Student can independently and consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Find the value of a set of coins, including mixed coins ● Find the value of a set of bills, including mixed bills ● Find the value of a set of coins and bills combined <p>Student can complete advanced work involving counting money.</p>	<p>With little support, student can consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Find the value of a set of coins, including mixed coins ● Find the value of a set of bills, including mixed bills ● Find the value of a set of coins and bills combined 	<p>Student has difficulty and needs support:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Find the value of a set of coins, including mixed coins ● Find the value of a set of bills, including mixed bills ● Find the value of a set of coins and bills combined
Solves problems with coins and bills	<p>Student can independently and consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Solve word problems with coins ● Solve word problems with bills ● Solve word problems with coins and bills combined <p>Student can solve advanced level work involving word problems with money.</p>	<p>With little support, student can consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Solve word problems with coins ● Solve word problems with bills ● Solve word problems with coins and bills combined 	<p>Student has difficulty and needs support:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Solve word problems with coins ● Solve word problems with bills ● Solve word problems with coins and bills combined
Finds various ways to make a given amount of money	<p>Student can independently and consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Reason about values of coins and dollar bills, and find different ways to make the same total value <p>Student can complete advanced level work involving finding various ways to make a given amount of money.</p>	<p>With little support, student can consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Reason about values of coins and dollar bills, and find different ways to make the same total value 	<p>Student has difficulty and needs support:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Reason about values of coins and dollar bills, and find different ways to make the same total value

Tells and writes time	<p>Student can independently and consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> • Tells and writes time using analog and digital clocks to the nearest five minutes • Tells and writes time using reasoning to state if the event is happening in the a.m. or p.m. <p>Student can complete advanced level work involving telling and writing time, including to the nearest minute.</p>	<p>With little support, student can consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> • Tells and writes time using analog and digital clocks to the nearest five minutes • Tells and writes time using reasoning to state if the event is happening in the a.m. or p.m. 	<p>Student has difficulty and needs support:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> • Telling and writing time using analog and digital clocks to the nearest five minutes • Telling and writing time using reasoning to state if the event is happening in the a.m. or p.m.
Identifies time in different way	<p>Student can independently and consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> • Describe time before and after the hour in different ways, including quarter past, half past, and quarter to <p>Student can complete advanced level work describing time</p>	<p>With little support, student can consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> • Describe time before and after the hour in different ways, including quarter past, half past, and quarter to 	<p>Student has difficulty and needs support:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> • Describing time before and after the hour in different ways, including quarter past, half past, and quarter to
Solves problems involving time	<p>Student can independently and consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> • Solve word problems involving time, including elapsed time <p>Student can solve advanced level word problems involving time.</p>	<p>With little support, student can consistently:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> • Solve word problems involving time, including elapsed time 	<p>Student has difficulty and needs support:</p> <p>T2 & T3:</p> <ul style="list-style-type: none"> • Solving word problems involving time, including elapsed time
Estimates and measures lengths using various standard units	<p>Student can independently and consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> • Estimate or measure lengths of objects using appropriate tools (inches, feet, yards, centimeters, and meters) 	<p>With little support, student can consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> • Estimate or measure lengths of objects using appropriate tools (inches, feet, yards, centimeters, and meters) 	<p>Student has difficulty and needs support:</p> <p>T3:</p> <ul style="list-style-type: none"> • Estimating or measuring lengths of objects using appropriate tools (inches, feet, yards, centimeters, and meters)

	Student can complete advanced level work involving measurement.		
Compares and orders objects by length	<p>Student can independently and consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> Compare lengths of two objects, and determine how much longer one is than the other, using the same standard of measure Compare measurements of an object taken with two different units of measure, and explain that the difference is related to the size of the unit chosen <p>Student can complete advanced level work comparing measurements.</p>	<p>With little support, student can consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> Compare lengths of two objects, and determine how much longer one is than the other, using the same standard of measure Compare measurements of an object taken with two different units of measure, and explain that the difference is related to the size of the unit chosen 	<p>Student has difficulty and needs support:</p> <p>T3:</p> <ul style="list-style-type: none"> Comparing lengths of two objects, and determining how much longer one is than the other, using the same standard of measure Comparing measurements of an object taken with two different units of measure, and explaining that the difference is related to the size of the unit chosen
Solves problems involving measurement	<p>Student can independently and consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> Use addition and subtraction to solve word problems involving lengths that are given in the same units Choose tools, units, and methods that are precise when measuring, and explain his/her thinking. <p>Student can complete advanced level word problems involving measurement.</p>	<p>With little support, student can consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> Use addition and subtraction to solve word problems involving lengths that are given in the same units Choose tools, units, and methods that are precise when measuring, and explain his/her thinking 	<p>Student has difficulty and needs support:</p> <p>T3:</p> <ul style="list-style-type: none"> Using addition and subtraction to solve word problems involving lengths that are given in the same units Choosing tools, units, and methods that are precise when measuring, and explain his/her thinking
Represents and interprets data using line plots and graphs	<p>Student can independently and consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> Measure the lengths of objects, and make a line plot to organize the data Draw bar graphs, and use them to solve problems 	<p>With little support, student can consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> Measure the lengths of objects, and make a line plot to organize the data Draw bar graphs, and use them to solve problems 	<p>Student has difficulty and needs support:</p> <p>T3:</p> <ul style="list-style-type: none"> Measuring the lengths of objects, and make a line plot to organize the data Drawing bar graphs, and use them to solve problems

	<ul style="list-style-type: none">● Draw picture graphs, and use them to solve problems● Draw conclusions from graphs● Reason about data in bar graphs and picture graphs to write and solve problems <p>Student can complete advanced level work involving representing and interpreting data.</p>	<ul style="list-style-type: none">● Draw picture graphs, and use them to solve problems● Draw conclusions from graphs● Reason about data in bar graphs and picture graphs to write and solve problems	<ul style="list-style-type: none">● Drawing picture graphs, and using them to solve problems● Drawing conclusions from graphs● Reasoning about data in bar graphs and picture graphs to write and solve problems
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MATH: GEOMETRY PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Identifies, defines, and composes 2D shapes	<p>Student can independently and consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> ● Classify 2D shapes based on their attributes ● Describe polygons by their number of sides and angles ● Draw specific 2D shapes <p>Student can complete advanced level work involving 2D shapes.</p>	<p>With little support, student can consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> ● Classify 2D shapes based on their attributes ● Describe polygons by their number of sides and angles ● Draw specific 2D shapes 	<p>Student has difficulty and needs support:</p> <p>T3:</p> <ul style="list-style-type: none"> ● Classifying 2D shapes based on their attributes ● Describing polygons by their number of sides and angles ● Draw specific 2D shapes
Identifies, defines, and composes 3D shapes	<p>Student can independently and consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> ● Identify cubes, and describe how they look by talking about their faces, edges, and vertices <p>Student can complete advanced level work involving 3D shapes.</p>	<p>With little support, student can consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> ● Identify cubes, and describe how they look by talking about their faces, edges, and vertices 	<p>Student has difficulty and needs support:</p> <p>T3:</p> <ul style="list-style-type: none"> ● Identifying cubes, and describing how they look by talking about their faces, edges, and vertices
Partitions shapes into quarters, halves, and thirds	<p>Student can independently and consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> ● Divide rectangles into equal squares ● Divide circles and rectangles into halves, thirds, and fourths 	<p>With little support, student can consistently:</p> <p>T3:</p> <ul style="list-style-type: none"> ● Divide rectangles into equal squares ● Divide circles and rectangles into halves, thirds, and fourths 	<p>Student has difficulty and needs support:</p> <p>T3:</p> <ul style="list-style-type: none"> ● Dividing rectangles into equal squares ● Dividing circles and rectangles into halves, thirds, and fourths ● Dividing a whole into equal shares in different ways, and

	<ul style="list-style-type: none">• Divide a whole into equal shares in different ways, and recognize that shares of a whole do not have to have the same shape <p>Student can complete advanced level work involving partitioning shapes.</p>	<ul style="list-style-type: none">• Divide a whole into equal shares in different ways, and recognize that shares of a whole do not have to have the same shape	recognize that shares of a whole do not have to have the same shape
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SCIENCE PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates content knowledge	<p>Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Make valuable contributions to class discussions ● Complete quality classwork on time. <p>Student earns above 90% on all formative and summative assessments</p>	<p>With little support, student can consistently:</p> <ul style="list-style-type: none"> ● Contribute to class discussions ● Complete necessary classwork. <p>Student earns 80-90% on formative and summative assessments.</p>	<p>Student has difficulty and needs support:</p> <ul style="list-style-type: none"> ● Contributing to class discussions ● Completing necessary classwork. <p>Student earns below 80% on formative and summative assessments.</p>
Plans and conducts investigations	<p>Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Use tools and materials properly ● Explore concepts at a higher level and complete tasks <p>Student often assumes a leadership role when working in groups.</p>	<p>With little support, student can consistently:</p> <ul style="list-style-type: none"> ● Use tools and materials properly ● Explore concepts and complete tasks ● Work cooperatively when necessary 	<p>Student has difficulty and needs support:</p> <ul style="list-style-type: none"> ● Using tools and materials properly ● Exploring concepts and complete tasks ● Working cooperatively when necessary
Collects, analyzes, and shares data	<p>Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Collect data during investigations as needed ● Analyze and interpret the data collected, including higher level questioning ● Share data in written and/or oral form, as required, often exceeding expectations 	<p>With little support, student can consistently:</p> <ul style="list-style-type: none"> ● Collect data during investigations as needed ● Analyze and interpret the data collected ● Share data in written and/or oral form, as required 	<p>Student has difficulty and needs support:</p> <ul style="list-style-type: none"> ● Collecting data during investigations as needed ● Analyzing and interpreting the data collected ● Sharing data in written and/or oral form, as required

SOCIAL STUDIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates content knowledge	Student independently and consistently extends an understanding of the concepts and independently applies them to other learning situations.	Student consistently demonstrates an understanding of the concepts presented.	Student sometimes or rarely demonstrates an understanding of the concepts presented.