

Grade 2 Scoring Rubric/Curriculum Guide

Mathematics – Second Grade

FLUENCY

Essential Standard: Uses efficient mental strategies to add and subtract within 20

STANDARDS ADDRESSED:

2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two single-digit numbers and related difference.

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	Uses efficient mental strategies to add and subtract within 5.
Consistent Progress toward Standard (C)	With prompting and support, uses efficient mental strategies to add within 10. May or may not be able to subtract within 10.
Meeting Standard (M)	Uses efficient mental strategies to add and subtract within 10.
Exceeding Standard (E)	Uses efficient mental strategies to add and subtract beyond 10.

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Uses efficient mental strategies to add within 10. May or may not be able to subtract within 10.
Consistent Progress toward Standard (C)	With prompting and support, uses efficient mental strategies to add within 10 and subtract within 10.
Meeting Standard (M)	Uses efficient mental strategies to add and subtract beyond 10.
Exceeding Standard (E)	Uses efficient mental strategies to add and subtract within 20.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Uses efficient mental strategies to add and subtract within 10.
Consistent Progress toward Standard (C)	With prompting and support, uses efficient mental strategies to add within 20. May or may not be able to find the related difference within 20.
Meeting Standard (M)	Uses efficient mental strategies to add and subtract within 20.
Exceeding Standard (E)	Uses efficient mental strategies to add and subtract beyond 20.

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FLUENCY

Essential Standard: Mentally add or subtract 10 or 100 to/from a given number.

STANDARDS ADDRESSED:

2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	Mentally adds 10 to a given number 100-900 on the decade.
Consistent Progress toward Standard (C)	With prompting and support, add 10 to a given number 100-900.
Meeting Standard (M)	Mentally adds 10 to a given number 100-900.
Exceeding Standard (E)	Mentally adds and subtracts 10 to/from a given number 100-900.

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Mentally adds 10 to a given number 100-900. May or may not be able to mentally subtract 10 from a given number 100-900.
Consistent Progress toward Standard (C)	Mentally adds 10 to a given number 100-900. With prompting and support, subtracts 10 from a given number 100-200. Mentally adds 100 to a given number 100 - 900 on the decade.
Meeting Standard (M)	Mentally adds and subtracts 10 to/from a given number 100-900. Mentally adds 100 to a given number 100-900.
Exceeding Standard (E)	Mentally adds and subtracts 10 and 100 to/from a given number 100-900.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Mentally adds and subtracts 10 to/from a given number 100-900. Mentally adds 100 to a given number 100-900 on the decade.
Consistent Progress toward Standard (C)	Mentally adds and subtracts 10 to a given number 100-900. Mentally adds 100 to a given number 100-900. With prompting and support, subtracts 100 from a given number 100-900 on the decade.
Meeting Standard (M)	Mentally adds and subtracts 10 and 100 to/from a given number 100-900.
Exceeding Standard (E)	Mentally adds and subtracts 10 and 100 to/from a given number beyond 900.

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OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Represent and solve word problem situations involving addition and subtraction within 100.

STANDARDS ADDRESSED:

2 OA1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem,

2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, by using drawings and equations with a symbol for the unknown number to represent the problem.

2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram.

First Trimester: Benchmarks-	
Limited Progress toward Standard (L)	Represents and solves word problem situations involving addition within 20.
Consistent Progress toward Standard (C)	Represents and solves word problem situations involving addition within 30.
Meeting Standard (M)	Represents and solve word problem situations involving addition within 50.
Exceeding Standard (E)	Represents and solves word problem situations involving addition and subtraction within 50.

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Represents and solves word problem situations involving addition and subtraction within 20.
Consistent Progress toward Standard (C)	Represents and solves word problem situations involving addition and subtraction within 30.
Meeting Standard (M)	Represents and solve word problem situations involving addition and subtraction within 50.
Exceeding Standard (E)	Represents and solves word problem situations involving addition and subtraction within 100.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Represents and solves word problem situations involving addition and subtraction within 50.
Consistent Progress toward Standard (C)	With prompting and support, represents and solves word problem situations involving addition and subtraction within 100.
Meeting Standard (M)	Represents and solve word problem situations involving addition and subtraction within 100.
Exceeding Standard (E)	Represents and solves word problem situations involving addition and subtraction beyond 100.

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OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Represents and solves two-step word problems

STANDARDS ADDRESSED:

2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, by using drawings and equations with a symbol for the unknown number to represent the problem.

First Trimester: Benchmarks - not assessed

Second Trimester: Benchmarks

Limited Progress toward Standard (L)	Unable to represent and solve two-step word problems.
Consistent Progress toward Standard (C)	Represents and solves two-step word problems within 30.
Meeting Standard (M)	Represents and solves two-step word problems within 50.
Exceeding Standard (E)	Represents and solves two-step word problems within 100.

Third Trimester: Benchmarks

Limited Progress toward Standard (L)	With prompting and support, represents and solves two-step word problems within 50..
Consistent Progress toward Standard (C)	Represents and solves two-step word problems within 50.
Meeting Standard (M)	Represents and solves two-step word problems within 100.
Exceeding Standard (E)	Represents and solves two-step word problems beyond 100.

OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Find the total number of objects in rectangular arrays

STANDARDS ADDRESSED:

2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g. by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

2.G.A.2 Partition a rectangle into rows and columns of the same-size squares and count to find the total number of them.

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First Trimester: Benchmarks –Not assessed during this trimester

Second Trimester: Benchmarks - Not assessed during this trimester

Third Trimester: Benchmarks –

Limited Progress toward Standard (L)	With prompting and support, finds the total number of objects in rectangular arrays with up to 3 rows and 3 columns using addition. Unable to write an equation to express an even number as a sum of equal addends.
Consistent Progress toward Standard (C)	With prompting and support, finds the total number of objects in rectangular arrays with up to 4 rows and 4 columns using addition. May or may not be able to write an equation to express an even number as a sum of equal addends.
Meeting Standard (M)	Finds the total number of objects in rectangular arrays with up to five rows and five columns using addition and is able to write an equation to express an even number as a sum of equal addends.
Exceeding Standard (E)	Finds the total number of objects in rectangular arrays, beyond five rows and five columns, using addition and is able to write an equation to express an even number as a sum of equal addends.

OPERATIONS AND ALGEBRAIC THINKING

Essential Standard: Skip counts by 5s, 10s and 100s within 1,000 (e.g. 17, 27, 37...; 182, 282, 382...)

STANDARDS ADDRESSED: 2. NBT 2. Count within 1000; skip-count by 5s, 10s, and 100s

First Trimester: Benchmarks

Limited Progress toward Standard (L)	Skip counts by 10s, on the decade, within 100.
Consistent Progress toward Standard (C)	With prompting and support, skip counts by 10s and hundreds on the decade, within 1,000.
Meeting Standard (M)	Skip counts by 10s within 1,000. Skip counts by 100, on the decade, within 1,000.
Exceeding Standard (E)	Skip counts by 10s and 100s within 1,000.

Second Trimester: Benchmarks

Limited Progress toward Standard (L)	Skip counts by 10s within 100. With prompting and support, skip counts by 100s, on the decade, within 100. May or may not be able to skip count by 5s within 100.
Consistent Progress toward Standard (C)	With prompting and support, skip counts by 10s within 1,000. Skip counts by 100s, on the decade, within 1,000. May or may not be able to skip count by 5s within 100.
Meeting Standard (M)	Skip counts by 10s and 100s within 1,000. Skip counts by 5s within 100.
Exceeding Standard (E)	Skip counts by 10s and 100s within 1,000.

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Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Skip counts by 10s within 100. Skip counts by 100s, on the decade, within 100. May or may not be able to skip count by 5s within 100 even with prompting and support.
Consistent Progress toward Standard (C)	With prompting and support, skip counts by 10s within 1,000. Skip counts by 100s, on the decade, within 1,000. May or may not be able to skip count by 5s within 100.
Meeting Standard (M)	Skip counts by 5s, 10s and 100s within 1,000.
Exceeding Standard (E)	Skip counts by 5s, 10s and 100s beyond 1,000.

Number and Operations in Base Ten

Essential Standard: Understands that 10 tens forms a new unit called a 'hundred'

STANDARDS ADDRESSED:

2.NBT.A.1.a 100 can be thought of as a bundle of ten tens—called a "hundred."

2.NBT.A.1.b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

First Trimester: Benchmarks – Not assessed during this trimester

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to unitize. Student is a unitary thinker who only uses single "ones".
Consistent Progress toward Standard (C)	With prompting and support, understands that 10 ones forms a new unit called a "ten".
Meeting Standard (M)	With prompting and support, understands that 10 tens forms a new unit called a "hundred".
Exceeding Standard (E)	Understands that 10 tens forms a new unit called a "hundred".

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Understands that 10 ones forms a new unit called a "ten".
Consistent Progress toward Standard (C)	With prompting and support, understands that 10 tens forms a new unit called a "hundred".
Meeting Standard (M)	Understands that 10 tens forms a new unit called a "hundred".
Exceeding Standard (E)	Understands that 10 tens forms a new unit called a "hundred" and that 10 hundreds forms a new unit called a "thousand".

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Number and Operations in Base Ten

Essential Standard: Uses place value understanding and properties of operations to add and subtract within 1,000.

STANDARDS ADDRESSED:

2.NBT.B.5 Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

First Trimester: Benchmarks

Not assessed this trimester.

Second Trimester Benchmarks

Limited Progress toward Standard (L)	Uses place value understanding and properties of operations to add and subtract within 100.
Consistent	With prompting and support, uses place value

Progress toward Standard (C)	understanding and properties of operations to add and subtract within 300.
Meeting Standard (M)	Uses place value understanding and properties of operations to add and subtract within 500.
Exceeding Standard (E)	Uses place value understanding and properties of operations to add and subtract within 1,000.

Third Trimester: Benchmarks

Limited Progress toward Standard (L)	With prompting and support, uses place value understanding and properties of operations to add and subtract within 300.
Consistent Progress toward Standard (C)	With prompting and support, uses place value understanding and properties of operations to add and subtract within 1000.
Meeting Standard (M)	Uses place value understanding and properties of operations to add and subtract within 1,000.
Exceeding Standard (E)	Uses place value understanding and properties of operations to add and subtract beyond 1,000.

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Number and Operations in Base Ten

Essential Standard: Uses place value understanding to compare numbers up to 3 digits.

Essential Knowledge Outcome: *Students will understand and explain what numbers mean, how they may be represented, and what relationships exist among them to accurately and efficiently perform computations.*

- 2.NBT.A. 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
- 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

First Trimester: Benchmarks

Not assessed this semester.

Second Trimester: Benchmarks

Limited Progress toward Standard (L)	Uses place value understanding to compare two numbers between 1 and 20.
Consistent Progress toward Standard (C)	With prompting and support, uses place value understanding to compare two 2-digit numbers.
Meeting Standard (M)	Uses place value understanding to compare two 2-digit numbers.
Exceeding Standard (E)	Uses place value understanding to compare two 3-digit numbers.

Third Trimester: Benchmarks

Limited Progress toward Standard (L)	With prompting and support, uses place value understanding to compare two 2-digit numbers.
Consistent Progress toward Standard (C)	With prompting and support, uses place value understanding to compare two 3-digit numbers.
Meeting Standard (M)	Uses place value understanding to compare two 3-digit numbers.
Exceeding Standard (E)	Uses place value understanding to compare two or more numbers beyond 3-digits.

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MEASUREMENT AND DATA

Essential Standard: Estimates and measures lengths in standard units (e.g. feet, inches, centimeters, and meters)

STANDARDS ADDRESSED:

2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram.

2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record the data on a line plot where the horizontal scale is marked off in whole-number units.

First Trimester: Benchmarks –Not assessed during this trimester

Second Trimester: Benchmarks –	
Limited Progress toward Standard (L)	Sometimes accurately measures lengths in feet using a ruler, with prompting and support.
Consistent Progress toward Standard (C)	With prompting and support, measures lengths in inches and feet, using appropriate tools.
Meeting Standard (M)	Measures lengths in inches and feet, using appropriate tools.
Exceeding Standard (E)	Measures lengths in inches, feet, centimeters and meters, using appropriate tools.

Third Trimester: Benchmarks –	
Limited Progress toward Standard (L)	Measures lengths in feet using a ruler. Sometimes accurately measures lengths in inches using a ruler, with prompting and support. Unable to estimate lengths.
Consistent Progress toward Standard (C)	Measures lengths in inches and feet, using appropriate tools. With prompting and support, measures lengths in centimeters and meters using appropriate tools. May or may not be able to estimate lengths.
Meeting Standard (M)	Measures and estimates lengths in inches, feet, centimeters and meters, using appropriate tools.
Exceeding Standard (E)	Measures and estimates lengths in inches, feet, centimeters and meters, using appropriate tools. Measures weights in pounds and ounces using appropriate tools.

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MEASUREMENT AND DATA

Essential Standard: Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to \$10.00), using \$ and ¢ symbols appropriately.

STANDARDS ADDRESSED:

2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

First Trimester: Benchmarks –Not assessed during this trimester

Second Trimester: Benchmarks –

Limited Progress toward Standard (L)	With prompting and support, solves word problems involving dollar bills and pennies up to \$5.00.
Consistent Progress toward Standard (C)	With prompting and support, solves word problems involving dollar bills, dimes and pennies up to \$10.00
Meeting Standard (M)	Solves word problems involving dollar bills, dimes and pennies up to \$10.00
Exceeding Standard (E)	Solves word problems involving dollar bills, dimes, quarters, nickels and pennies up to \$10.00, using \$ and ¢ symbols appropriately.

Third Trimester: Benchmarks –

Limited Progress toward Standard (L)	Solves word problems involving dollar bills and pennies up to \$5.00. With prompting and support, solves word problems involving dimes up to \$5.00. May or may not be able to use \$ and ¢ symbols appropriately.
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Consistent Progress toward Standard (C)	Solves word problems involving dollar bills, dimes and pennies up to \$10.00. With prompting and support, solves word problems involving quarters and nickels up to \$5.00. May or may not be able to use \$ and ¢ symbols appropriately.
Meeting Standard (M)	Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to \$10.00), using \$ and ¢ symbols appropriately.
Exceeding Standard (E)	Solves word problems involving dollar bills, dimes, quarters, nickels and pennies up to \$10.00, using \$ and ¢ symbols appropriately.

MEASUREMENT AND DATA

Essential Standard: Represents and interprets data

STANDARDS ADDRESSED:

2.MD. 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems,¹ using information presented in a bar graph.

2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.am.

2.MD.C.7.a Know the relationship of time, including seconds in a minute, minutes in an hour; hours in a day; days in a week; days in a month and a year and approximate number of weeks in a month and weeks in a year.

¹ See Glossary, Table 1.

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First Trimester: Benchmarks – Not assessed during this trimester

Second Trimester: Benchmarks –	
Limited Progress toward Standard (L)	With prompting and support, represents data on a picture graph with up to 2 categories. Unable to interpret the data.
Consistent Progress toward Standard (C)	With prompting and support, represents and data on a picture graph with up to 4 categories. May or may not be able to interpret the data.
Meeting Standard (M)	Represents and interprets data with a picture graph with up to 4 categories.
Exceeding Standard (E)	Represents and interprets data with a picture graph and a bar graph with up to four categories.

Third Trimester: Benchmarks –	
Limited Progress toward Standard (L)	Represents data on a picture graph with up to 4 categories. May or may not be able to interpret data..
Consistent Progress toward Standard (C)	Represents and interprets data on a picture graph with up to 4 categories. With prompting and support, represents data in a bar graph. May or may not be able to interpret the bar graph data.
Meeting Standard (M)	Represents and interprets data with a picture and bar graph with up to 4 categories.
Exceeding Standard (E)	Represents and interprets data with a picture graph and a bar graph using a multi-unit scale, with up to four categories.

GEOMETRY

Essential Standard: Recognizes and draws shapes having specified attributes.

STANDARDS ADDRESSED:

2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.² Identify triangles, quadrilaterals, pentagons, hexagons, and cubes

First Trimester: Benchmarks –Not assessed

Second Trimester: Benchmarks – Not assessed

Third Trimester: Benchmarks –	
Limited Progress toward Standard (L)	Uses attributes of shapes to draw triangles, quadrilaterals, pentagons, hexagons and cubes. Unable to use attributes to identify all triangles, quadrilaterals, pentagons, hexagons and cubes, even with prompting and support.
Consistent Progress toward Standard (C)	Uses attributes of shapes to draw triangles, quadrilaterals, pentagons, hexagons and cubes. With prompting and support, uses attributes of shapes to identify triangles, quadrilaterals, pentagons, hexagons and cubes.
Meeting Standard (M)	Uses attributes of shapes to identify and draw triangles, quadrilaterals, pentagons, hexagons and cubes.

² Sizes are compared directly or visually, not compared by measuring.

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Exceeding Standard (E)	Uses attributes of shapes to identify and draw triangles, quadrilaterals, pentagons, hexagons cubes and other 2D and 3D shapes.
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GEOMETRY
Essential Standard: Partitions circles and rectangles into two, three, or four equal shares

STANDARDS ADDRESSED:

2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape

First Trimester: Benchmarks –Not assessed during this trimester

Second Trimester: Benchmarks – Not assessed during this trimester

Third Trimester: Benchmarks –	
Limited Progress toward Standard (L)	Partitions circles and rectangles into two equal shares, Unable to appropriately describe the shares or the wholes.
Consistent Progress toward Standard (C)	With prompting and support, partitions circles and rectangles into two, three, or four equal shares. May or may not be able to appropriately describe the shares or the whole.

Meeting Standard (M)	Partitions circles and rectangles into two, three, or four equal shares. Appropriately describes the shares and the wholes.
Exceeding Standard (E)	Partitions circles and rectangles into two, three, four or more equal shares. Appropriately describes the shares and the wholes.