

2nd Grade Report Card Rubric

Reading

Standard	Criteria				
Reads on grade level		1	2	3	4
	1 st Quarter	Below H	H-I	J-M	N+
	2 nd Quarter	Below I	I-J	K-M	N+
	3 rd Quarter and 4 th Quarter	Below J	J-K	L-M	N+
Reads fluently and accurately	Report card Rating	1	2	3	4
	1 st Quarter October	0-25 wpm	26-51 wpm	52-105 wpm	106 and above
	2 nd Quarter December	0-41 wpm	42-71 wpm	72-124 wpm	124 and above
	3 rd Quarter March	0-41 wpm	42-71 wpm	72-124 wpm	124 and above
	4 th Quarter May	0-61 wpm	62-89 wpm	90-142 wpm	142 and above
	*2006 Hasbrouck and Tindal Oral Reading Fluency Data				
	wpm = Words Per Minute				
Reads high-frequency words	<p>4= reads all 187 words from the 1st and 2nd grade lists correctly and has 1 or more correct from the 3rd grade list</p> <p>3= reads all 187 words from the 1st and 2nd grade lists correctly</p> <p>2= reads all 143 words from the 1st grade list correctly and has 1 or more correct from the 2nd grade list</p>				

	1= reads fewer than 143 words from the 1 st grade list correctly
Uses decoding strategies to identify high-frequency words (phonics, context clues, and word patterns)	4=reads above level text and decodes longer words with ease 3=reads grade level texts and uses a variety of strategies proficiently to decode text 2=has difficulty decoding grade level text 1=has few decoding strategies
Demonstrates comprehension of literature	Analysis of assignments will determine final grade
Demonstrates comprehension of informational text	Analysis of assignments will determine final grade

Language Arts

Standard	Criteria
Orally expresses ideas clearly	4= Student consistently surpasses speaking and listening grade level expectations. 3= Student consistently exhibits grade level speaking and listening expectations. 2= Student is progressing towards demonstrating grade level speaking and listening expectations. 1= Student has made minimal progress toward demonstrating grade level speaking and listening expectations.
Writes on topic and in logical sequence	Analysis of assignments will determine final performance level
Uses appropriate conventions (grammar, spelling, capitalization, punctuation)	Analysis of assignments will determine final performance level
Revises and edits	Analysis of assignments will determine final performance level

Math

Standard	Criteria
<p>Automaticity of Addition and Subtraction Facts <i>(Facts within 20)</i></p>	<p>4 = Correctly identifies 100% of basic facts</p> <p>3 = Correctly identifies 80-99% of basic facts</p> <p>2 = Correctly identifies 70-79% of basic facts</p> <p>1 = Correctly identifies 69% or fewer basic facts</p>
<p>Problem Solving</p>	<p>Problem solving questions provide intellectual challenges for enhancing students' mathematical understanding and development.</p>
<p>Mathematical Domains</p> <ul style="list-style-type: none"> • Operations & Algebraic Thinking • Numbers & Operations in Base Ten • Measurement & Data • Geometry 	<p><i>Standards are graded using the following rubric:</i></p> <p>Exceeding (4)</p> <ul style="list-style-type: none"> • Has deep understanding of math concepts • Uses correct math vocabulary • Explains in words and models with pictures • Shows multiple ways to solve problem <p>Meeting (3)</p> <ul style="list-style-type: none"> • Has understanding of the math concepts • Uses some math vocabulary • Explains in words or models with pictures. <p>Approaching (2)</p> <ul style="list-style-type: none"> • Has somewhat understanding of math concepts • Explanation/strategy is unclear • May have an error in work • Does not use math vocabulary • May be missing labels <p>Area of Concern (1)</p> <ul style="list-style-type: none"> • Lack of understanding of math concepts • May have many errors in work • Needs help to understand and solve • Problem may not be completed