

**GRADE 2
BENCHMARK RUBRICS**

PROFICIENCY LEVELS	
4	The student has advanced understanding and exceeds grade-level expectations . A student receiving a “4” demonstrates academically superior skills in that specific area. The student shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school.
3	The student has proficient understanding and meets grade-level expectations . We want all of our students to reach a level “3.” A student receiving a “3” is right on track with our high academic expectations. A “3” is something to be celebrated.
2	The student has basic understanding and partially meets grade-level expectations . A “2” should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.
1	The student has minimal understanding and does not meet grade-level expectations . A student receiving a “1” has academic delays according to our district standards, and interventions may be needed to learn and stay on track with our expectations.

Grading Benchmarks - SECOND GRADE

READING

1) Reads at grade level.

Trimester	1	2	3	4
1st	Student has achieved reading success at Level 10 or below.	Student has achieved reading success at Level 12 or 14.	Student has achieved reading success at Level 16.	Student has achieved reading success at Level 18 or above.
2nd	Student has achieved reading success at Level 14 or below.	Student has achieved reading success at Level 16 or 18.	Student has achieved reading success at Level 20.	Student has achieved reading success at Level 24 or above.
3rd	Student has achieved reading success at Level 18 or below.	Student has achieved reading success at Level 20 or 24.	Student has achieved reading success at Level 28.	Student has achieved reading success at Level 30 or above.

2) Uses various strategies to decode text (pictures, context, phonics).

Trimester	1	2	3	4
ALL	Student is unable or rarely able to use phonic skills, picture clues, and context clues to figure out unknown words.	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words.	Student is able to use skills in a higher level text.

Grading Benchmarks - SECOND GRADE

3) Reads with comprehension: Literal (key details, character, setting, retells accurately).

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. • Student does not use target comprehension skills. • Student has achieved comprehension success at Level 10 or below. 	<ul style="list-style-type: none"> • Student sometimes demonstrates some literal understanding of stories and informational texts. • Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. • Student has achieved comprehension success at Level 12 or 14. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of stories and informational texts. • Retellings and responses demonstrate an understanding of the text and partial application of learned comprehension skills. • Student has achieved comprehension success at Level 16. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of texts. • Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills. • Student has achieved comprehension success at Level 18 or above.
2nd	<ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. • Student does not use target comprehension skills. • Student has achieved comprehension success at Level 14 or below. 	<ul style="list-style-type: none"> • Student sometimes demonstrates literal understanding of stories and informational texts. • Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. • Student has achieved comprehension success at Level 16 or 18. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of stories and informational texts. • Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills. • Student has achieved comprehension success at Level 20. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of texts. • Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills. • Student has achieved comprehension success at Level 24 or above.

Grading Benchmarks - SECOND GRADE

3rd	<ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures • Student does not use target comprehension skills. • Student has achieved comprehension success at Level 18 or below. 	<ul style="list-style-type: none"> • Student sometimes demonstrates literal understanding of stories and informational texts. • Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. • Student has achieved comprehension success at Level 20 or 24. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of stories and informational texts. • Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills. • Student has achieved comprehension success at Level 28. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of texts. • Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills. • Student has achieved comprehension success at Level 30 or above.
------------	--	---	---	---

4) Reads with comprehension: Inferential (predictions, main idea, inferences, conclusions).

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student notices few details in pictures and text. • Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 10 or below. 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text. • Student sometimes extends thinking to describe a few clues. <ul style="list-style-type: none"> • Student demonstrates a limited inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 12 or 14. 	<ul style="list-style-type: none"> • Student notices clues in pictures and text. • Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. • Student demonstrates an inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 16. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently analyzes clues in pictures and text. • Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose. • Student demonstrates an insightful inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 18 or above.

Grading Benchmarks - SECOND GRADE

2nd	<ul style="list-style-type: none"> • Student notices few details in pictures and text. • Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 14 or below. 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text • Student sometimes extends thinking to describe a few clues. • Student demonstrates a limited inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 16 or 18. 	<ul style="list-style-type: none"> • Student notices clues in pictures and text. • Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text • Student demonstrates an inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 20. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently analyzes clues in pictures and text • Student consistently extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose. • Student consistently demonstrates an insightful inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 24.
3rd	<ul style="list-style-type: none"> • Student notices few details in pictures and text; does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 18 or below. 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text; sometimes extends thinking to describe a few clues; demonstrates a limited inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 20 or 24. 	<ul style="list-style-type: none"> • Student notices clues in pictures and text; extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text; demonstrates an inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 28. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently analyzes clues in pictures and text; extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose; demonstrates an insightful inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level 30 or above.

Grading Benchmarks - SECOND GRADE

5) Reads with fluency (expression, phrasing, rate, accuracy).

=> Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student does not demonstrate fluency when reading target high-frequency and decodable words. • Lack of fluent reading is evident during independent reading of texts. • Reading of texts is very choppy and slow. • Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> • Student reads some target high-frequency and decodable words accurately. • Student may read words very quickly and inaccurately or very slowly and inaccurately. • Reading is somewhat fluent when independently reading texts. • Student reads leveled texts either too slowly or too quickly. • Reading is choppy some of the time. • Student does not consistently attend to ending punctuation. • Student uses very little or no expression. 	<ul style="list-style-type: none"> • Student consistently reads target high-frequency and decodable words accurately and with appropriate pacing. • Student uses and recognizes word patterns when reading words fluently. • Student demonstrates fluent reading of on-level texts. • Student reads accurately. • Student pauses briefly between words. • Student attends to ending punctuation. • Student uses expression matched to meaning and punctuation. 	<ul style="list-style-type: none"> • Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing • Student demonstrates fluent reading of above-level texts when reading independently. • Student attends to internal and ending punctuation. • Reading is fluid and accurate. • Student uses phrasing to group words that go together. • Expression is matched to the mood, character's feelings, or actions in the text.

6) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 10 minutes.	Student consistently sustains attention during independent reading for 10 minutes.	Student consistently sustains attention during independent reading for more than 10 minutes.
2nd	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for more than 15 minutes.
3rd	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for more than 20 minutes.

Grading Benchmarks - SECOND GRADE

7.) Learns and applies vocabulary

Trimester	1	2	3	4
ALL	Unable to read learned vocabulary consistently with little or no understanding of those words.	Reads learned vocabulary accurately with limited or inconsistent understanding of those words.	Reads learned vocabulary accurately and understands the meaning of those words.	Reads learned vocabulary accurately and understands the meaning of these words. Uses context clues to determine the meaning of new words.

WRITING

1) Writes a complete sentence.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Student does not write both a subject and/or predicate. 	<ul style="list-style-type: none"> Student writes at least a simple subject and predicate. 	<ul style="list-style-type: none"> Student applies the 5 W approach when writing a sentence. 	<ul style="list-style-type: none"> Student generates complex sentences beyond the 5 Ws.

Grading Benchmarks - SECOND GRADE

2) Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Note: Students write opinion pieces, informative/explanatory texts and narratives throughout the year. The rubrics for each type of writing can be found below:

Opinion: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

Trimester	1	2	3	4
ALL	Use a combination of drawing, dictating, and writing to compose opinion pieces in which the student tells a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	Write opinion pieces in which the student introduces the topic or names the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which the student introduces the topic or book they are writing about, states an opinion, supplies reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a conclusion.	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.

Grading Benchmarks - SECOND GRADE

Informative/Explanatory: Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Trimester	1	2	3	4
ALL	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which the student names what they are writing about and supply some information about the topic.	Write informative/explanatory texts in which the student names a topic, supplies some facts about the topic, and provides some sense of closure.	Write informative/explanatory texts in which the student introduces a topic, uses evidence-based facts and definitions to develop points, and provides a conclusion.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.

Second Grade Benchmarks - WRITING

Grading Benchmarks - SECOND GRADE

Narrative: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Trimester	1	2	3	4
ALL	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Write narratives in which the student recounts two or more appropriately sequenced events, includes some details regarding what happened, uses temporal words to signal event order, and provides some sense of closure.	Write narratives in which the student recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.

3) Demonstrates stamina during independent writing.

Trimester	1	2	3	4
1st	Student is unable or rarely able to write independently for 5 minutes.	Student is approaching independent writing stamina for 5 minutes.	Student consistently writes independently for 5 minutes.	Student consistently writes independently for more than 5 minutes.
2nd	Student is unable or rarely able to write independently for 10 minutes.	Student is approaching independent writing stamina for 10 minutes.	Student consistently writes independently for 10 minutes.	Student consistently writes independently for more than 10 minutes.
3rd	Student is unable or rarely able to write independent for 15 minutes.	Student is approaching independent writing stamina for 15 minutes.	Student consistently writes independently for 15 minutes.	Student consistently writes independently for more than 15 minutes.

Grading Benchmarks - SECOND GRADE

4) Uses capitalization and punctuation appropriately.

Trimester	1	2	3	4
1st	<p>Student rarely applies grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, "I." • Question marks, periods, exclamation points. • Commas to separate day from year in dates. 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, "I." • Question marks, periods, exclamation points. • Commas to separate day from year in dates. 	<p>Student applies grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, "I." • Question marks, periods, exclamation points. • Commas to separate day from year in dates. 	<p>Student consistently applies above-grade-level mechanics of capitalization and punctuation.</p>
2nd	<p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Commas when listing. 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Commas when listing. 	<p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Commas when listing and in greetings and closings of letters. 	<p>Student consistently applies above-grade-level mechanics of capitalization and punctuation.</p>
3rd	<p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions. 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions. 	<p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions and frequently occurring possessives. 	<p>Student consistently applies above-grade-level mechanics of capitalization and punctuation.</p>

Second Grade Benchmarks - WRITING

Grading Benchmarks - SECOND GRADE

5) Applies conventions of grammar and usage.

Trimester	1	2	3	4
1st	<p>Student rarely applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce complete simple sentences. • Adjectives to describe nouns. 	<p>Student is beginning to apply grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce complete simple sentences. • Adjectives to describe nouns. 	<p>Student applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce complete simple sentences. • Adjectives to describe nouns. 	<p>Student consistently applies above-grade-level conventions of grammar and usage.</p>
2nd	<p>Student rarely applies grade-level grammar and usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Pronouns. • Collective nouns to describe groups. 	<p>Student is beginning to apply grade-level grammar and usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Pronouns. • Collective nouns to describe groups. 	<p>Student applies grade-level grammar and usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Pronouns. • Collective nouns to describe groups. 	<p>Student consistently applies above-grade-level conventions of grammar and usage.</p>
3rd	<p>Student rarely applies grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. • Past-tense irregular verbs and adverbs. 	<p>Student is beginning to apply grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. • Past-tense irregular verbs and adverbs. 	<p>Student applies grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. • Past-tense irregular verbs and adverbs. 	<p>Student consistently applies above-grade-level conventions of grammar and usage.</p>

Grading Benchmarks - SECOND GRADE

6) Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	Student does not use or edit spelling of grade-level decodable and high-frequency words.	Student rarely uses and edits spelling of grade-level decodable and high-frequency words.	Student uses and edits spelling of many grade-level decodable and high-frequency words.	Student consistently uses and edits spelling of grade-level and above-grade-level decodable and high-frequency words by consulting reference materials.

7) Applies handwriting skills to write legibly.

Trimester	1	2	3	4
ALL	Student does not write legibly.	Student rarely writes legibly.	Student writes legibly.	Student consistently writes legibly.

Grading Benchmarks - SECOND GRADE

LISTENING AND SPEAKING

1) Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	Student rarely expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student occasionally expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student consistently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	<ul style="list-style-type: none"> • Student consistently uses and extends grade-appropriate academic vocabulary. • Student consistently uses grade-appropriate conventions of standard English grammar and usage. • Student consistently makes effective choices about language and sentence structure for meaning and style.

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is rarely able to retell key ideas presented orally or through media. • Student rarely asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> • Student is occasionally able to retell key ideas presented orally or through media. • Student occasionally asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> • Student is consistently able to retell key ideas presented orally or through media. • Student consistently asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> • Student consistently reports and extends on a topic. • Student consistently recounts stories or experiences with appropriate facts and descriptive details. • Student consistently asks/answers questions about presentations, offering appropriate details.

Grading Benchmarks - SECOND GRADE

3) Participates in group discussions actively and appropriately.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely engages in group discussions. • Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student rarely asks for clarification and further explanation as needed. • Student rarely extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student occasionally engages in group discussions. • Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student occasionally asks for clarification and further explanation as needed. • Student occasionally extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages and extends in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.

Grading Benchmarks - SECOND GRADE

MATHEMATICS (The concepts shown on chart are in no specific order. The order of skills will be taught according to teacher discretion.)

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<p>Understanding Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student does not understand that addition and subtraction are inverse operations. • Student does not understand that addition number sentences can be used to show joining parts of a whole. • Student does not understand that subtraction number sentences can be used to show separating parts from a whole. <p>Using Addition and Subtraction Strategies:</p> <ul style="list-style-type: none"> • Student is unable or rarely able to solve addition exercises with 0,1,2. • Student does not understand that 2 or 3 numbers can be added in any order. • Student is unable or rarely able to add 3 or more whole numbers in any order. 	<p>Understanding Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student sometimes understands that addition and subtraction are inverse operations. • Student sometimes understands that addition number sentences can be used to show joining parts of a whole • Student sometimes understands that subtraction number sentences can be used to show separating parts from a whole. <p>Using Addition and Subtraction Strategies:</p> <ul style="list-style-type: none"> • Student can sometimes solve addition exercises with 0, 1,2. • Student sometimes understands that 2 or 3 numbers can be added in any order. • Student can sometimes add 3 or more whole numbers in any order. 	<p>Understanding Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student understands that addition and subtraction are inverse operations. • Student understands that addition number sentences can be used to show joining parts of a whole. • Student understands that subtraction number sentences can be used to show separating parts from a whole. <p>Using Addition and Subtraction Strategies:</p> <ul style="list-style-type: none"> • Student solves addition exercises with 0,1,2. • Student understands that 2 or 3 numbers can be added in any order. • Student can add 3 or more whole numbers in any order. 	<p>Understanding Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student understands that addition and subtraction are inverse operations and applies this understanding to all other problems. • Student understands that addition number sentences can be used to show joining parts of a whole and applies this understanding to all other problems. • Student understands that subtraction number sentences can be used to show separating parts from a whole and applies this understanding to all other problems. <p>Using Addition and Subtraction Strategies:</p> <ul style="list-style-type: none"> • Student consistently applies and extends addition and subtraction strategies to solve challenging problems.

Grading Benchmarks - SECOND GRADE

ALL

- Student is unable or rarely able to use the strategies of using doubles, near doubles, or making 10 to add.
- Student is unable or rarely able to solve subtraction sentences by applying concepts of 0,1 and 2 less than a number.
- Student is unable or rarely able to use the strategies of using doubles, near doubles, and related addition facts to subtract.

Place Value Numbers to 1,000:

- Student does not understand the value of the digits in a two or three digit number.
- Student does not read or write number words for 0 to 1,000.
- Student does not use place value to compare and order numbers.
- Student does not understand that some numbers can be divided into 2 equal parts (even numbers) and some cannot (odd numbers).

Counting Money:

- Student is unable or rarely able to identify the value of a group of quarters, dimes, nickels, and pennies.
- Student is unable or rarely able to count combinations of dollar bills and coins.

- Student can sometimes use the strategies of using doubles, near doubles, or making 10 to add.
- Student can sometimes solve subtraction sentences by applying concepts of 0, 1 and 2 less than a number.
- Student can sometimes use the strategies of using doubles, near doubles, and related addition facts to subtract.

Place Value Numbers to 1,000:

- Student sometimes understands the value of the digits in a two or three digit number.
- Student sometimes reads and writes number words for 0 to 1,000.
- Student sometimes uses place value to compare and order numbers.
- Student sometimes understands that some numbers can be divided into 2 equal parts (even numbers) and some cannot (odd numbers).

Counting Money:

- Student sometimes identifies the value of a group of quarters, dimes, nickels, and pennies.
- Student can sometimes count combinations of dollar bills and coins.

- Student can use the strategies of using doubles, near doubles, or making 10 to add.
- Student can solve subtraction sentences by applying concepts of 0,1 and 2 less than a number.
- Student can use the strategies of using doubles, near doubles, and related addition facts to subtract.

Place Value Numbers to 1,000:

- Student understands the value of the digits in a two or three digit number.
- Student reads and writes number words for 0 to 1,000.
- Student uses place value to compare and order numbers.
- Student understands that some numbers can be divided into 2 equal parts (even numbers) and some cannot (odd numbers).

Counting Money:

- Student identifies the value of a group of quarters, dimes, nickels, and pennies.
- Student can count combinations of dollar bills and coins.

Place Value Numbers to 1,000:

- Student understands the value of the digits in a number greater than 1,000.
- Student reads and writes number words for 0-1,000.
- Student uses place value to compare and order 4-digit or greater, numbers.

Counting Money:

- Student is able to apply and extend content knowledge independently.

Grading Benchmarks - SECOND GRADE

ALL

- Student is unable or rarely able to represent the same amount of money using different combinations of coins/bills.

Addition and Subtraction:

- Student is unable or rarely able to use mental math strategies to add and subtract 2-digit numbers.
- Student is unable or rarely able to add 1-digit numbers to 2-digit numbers with or without regrouping.
- Student is unable or rarely able to subtract a 1-digit number from a 2-digit number.
- Student is unable or rarely able to check the subtraction work by writing the related addition problem.

Geometry:

- Student is unable or rarely able to describe, classify, and analyze the attributes of 2- and 3-dimensional objects.

- Student can sometimes represent the same amount of money using different combinations of coins/bills.

Addition and Subtraction:

- Student sometimes uses mental math strategies to add and subtract 2-digit numbers.
- Student sometimes adds 1-digit numbers to 2-digit numbers with or without regrouping.
- Student sometimes subtracts a 1-digit number from a 2-digit number.
- Student can sometimes check the subtraction work by writing the related addition problem.

Geometry:

- Student can sometimes describe, classify, and analyze the attributes of 2- and 3-dimensional objects.

- Student can represent the same amount of money using different combinations of coins/bills.

Addition and Subtraction:

- Student uses mental math strategies to add and subtract 2-digit numbers.
- Student adds 1-digit numbers to 2-digit numbers with or without regrouping.
- Student subtracts a 1-digit number from a 2-digit number.
- Student can check the subtraction work by writing the related addition problem.

Geometry:

- Student can consistently describe, classify, and analyze the attributes of 2- and 3-dimensional objects.

Addition and Subtraction:

Student is able to apply and extend content knowledge independently.

Geometry:

- Student is able to apply and extend content knowledge independently.

Grading Benchmarks - SECOND GRADE

	<ul style="list-style-type: none"> • Student is unable or rarely able to combine shapes to make new shapes. <p>Fractions: Student does not understand that a fraction describes a division of a whole into equal parts.</p>	<ul style="list-style-type: none"> • Student can sometimes combine shapes to make new shapes. <p>Fractions: Student sometimes understands that a fraction describes a division of a whole into equal parts.</p>	<ul style="list-style-type: none"> • Student can combine shapes to make new shapes. <p>Fractions: Student understands that a fraction describes a division of a whole into equal parts.</p>	<p>Fractions: Student is able to consistently compare and order fractions.</p>
ALL	<p>Measurement – Length:</p> <ul style="list-style-type: none"> • Student is unable or rarely able to use conventional, defined lengths to measure with standard units <p>Measurement - Time: Student is unable or rarely able to tell and write time from analog and digital clocks to the nearest 5 minutes using a.m. or p.m.</p> <p>Graphs:</p> <ul style="list-style-type: none"> • Student is unable or rarely able to organize data by making a tally chart, pictograph, and bar graph and is unable or rarely able to answer questions using that data. 	<p>Measurement - Length:</p> <ul style="list-style-type: none"> • Student sometimes uses conventional, defined lengths to measure with standard units. <p>Measurement - Time: Student can sometimes tell and write time from analog and digital clocks to the nearest 5 minutes using a.m. or p.m.</p> <p>Graphs:</p> <ul style="list-style-type: none"> • Student sometimes organizes data by making a tally chart, pictograph, and bar graph and can sometimes answer questions using that data. 	<p>Measurement - Length:</p> <ul style="list-style-type: none"> • Student uses conventional, defined lengths to measure with standard units. <p>Measurement - Time: Student tells time and writes time from analog and digital clocks to the nearest 5 minutes using a.m. or p.m.</p> <p>Graphs:</p> <ul style="list-style-type: none"> • Student organizes data by making a tally chart, pictograph, and bar graph and can answer questions using that data. 	<p>Measurement - Length: Student is able to apply and extend content knowledge independently.</p> <p>Measurement - Time: Student is able to apply and extend content knowledge independently.</p> <p>Graphs:</p> <ul style="list-style-type: none"> • Student is able to apply and extend content knowledge independently.

Numbers and Patterns to 1,000:

- Student is unable or rarely able to understand place value in a 3-digit number.
- Student is unable or rarely able to recognize patterns on a 100's chart.
- Student is unable or rarely able to compare and order numbers up to 3 digits.

3-Digit Addition and Subtraction:

- Student is unable or rarely able to use mental math to add multiples of 100 to 3-digit numbers.
- Student is unable or rarely able to add or subtract 3-digit numbers.

Numbers and Patterns to 1,000:

- Student sometimes understands place value in a 3-digit number.
- Student sometimes recognizes patterns on a 100's chart; Student sometimes compares and orders numbers up to 3 digits

3-Digit Addition and Subtraction:

- Student sometimes uses mental math to add multiples of 100 to 3-digit numbers.
- Student sometimes adds and subtracts 3-digit numbers.

Numbers and Patterns to 1,000:

- Student understands place value in a 3-digit number.
- Student recognizes patterns on a 100's chart.
- Student compares and orders numbers up to 3 digits.

3-Digit Addition and Subtraction:

- Student uses mental math to to add multiples of 100 to 3-digit numbers.
- Student adds and subtracts 3-digit numbers.

Numbers and Patterns to 1,000:

Student understands place value
Student is able to apply and extend content knowledge independently.

3-Digit Addition and Subtraction:

Student is able to apply and extend content knowledge independently.

Measurement- Capacity and Weight

Student makes insightful connections to other ideas and concepts and challenges himself/herself

Grading Benchmarks - SECOND GRADE

2) Recalls math facts with speed and accuracy.

Trimester	1	2	3	4
1st	Student is unable or rarely able to add and subtract 1-digit numbers up to or from 12 using mental math strategies.	Student can sometimes add and subtract 1-digit numbers up to or from 12 using mental math strategies.	Student can fluently add and subtract 1-digit numbers up to or from 12.	Student can fluently add and subtract 1-digit numbers up to or from 16.
2nd	Student is unable or rarely able to add and subtract 1-digit numbers up to or from 16 using mental math strategies.	Student can sometimes add and subtract 1-digit numbers up to or from 16 using mental math strategies.	Student can fluently add and subtract 1-digit numbers up to or from 16.	Student can fluently add and subtract within 20 by using mental math strategies; know from memory all sums of two 1 digit numbers.
3rd	Student is unable or rarely able to add and subtract 1-digit numbers up to or from 20 using mental math strategies.	Student can sometimes add and subtract 1-digit numbers up to or from 20 using mental math strategies.	Student can fluently add and subtract within 20 by using mental math strategies; know from memory all sums of two 1 digit numbers.	Student is able to apply and extend content knowledge independently.

3) Uses a variety of strategies to solve problems.

Trimester	1	2	3	4
ALL	<p>Student is unable or rarely able to display the inverse relationship of addition and subtraction when solving problems.</p> <ul style="list-style-type: none"> • Student is unable or rarely able to use a part-part-whole model. • Student is unable or rarely able to use manipulatives. • Student is unable or rarely able to write number sentences. <p>• Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems.</p>	<ul style="list-style-type: none"> • Student sometimes displays the inverse relationship of addition and subtraction when solving problems. • Student sometimes uses a part-part-whole model. • Student sometimes uses manipulatives. • Student writes number sentences. <p>• Student sometimes uses manipulatives, pictures, and number sentences to solve problems.</p>	<ul style="list-style-type: none"> • Student consistently displays the inverse relationship of addition and subtraction when solving problems. • Student consistently uses a part-part-whole model. • Student consistently uses manipulatives. • Student consistently writes number sentences. <p>• Student consistently uses manipulatives, pictures, and number sentences to solve problems.</p>	<ul style="list-style-type: none"> • Student consistently displays the inverse relationship of addition and subtraction when solving problems. • Student consistently uses a part-part-whole model. • Student consistently uses manipulatives. • Student consistently writes simple and complex number sentences. • Student consistently solves complex story problems. • Student consistently solves complex problems independently through a variety of strategies.

Grading Benchmarks - SECOND GRADE

4) Computes accurately.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer.	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student consistently identifies appropriate operations and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts.

