Roosevelt School District
Report Card Rubric – Math – 2nd Grade

Reporting Standard: Represents and solves word problems involving addition and subtraction.					
Standard	**Trimester Reported***	**1** **Minimal**	**2** **Developing**	**3** **Proficient**	**4** **Advanced**
2.OA.A.1	1 and 2	Use addition and subtraction within 20 to solve one-step result unknown word problems involving situations of adding to, taking from, putting together, and taking apart by using objects, drawings, and equations.	Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.	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, by using drawings and equations with a symbol for the unknown number to represent the problem.	Use addition and subtraction within 100 to solve multi-step word problems involving situations of adding to, taking from, putting together, taking apart, or comparing, with unknowns in all positions.

Reporting Standard: Adds and subtracts within 20.					
Standard	**Trimester Reported***	**1** **Minimal**	**2** **Developing**	**3** **Proficient**	**4** **Advanced**
2.OA.B.2	1	Adds or subtracts within 20 using mental strategies. Knows from memory all sums within 5.	Adds and subtracts within 20 using mental strategies. Knows from memory all sums within 10.	Fluently adds and subtracts within 20 using mental strategies. Knows from memory all sums of two one-digit numbers.	Fluently adds and subtracts beyond 20 using mental strategies.

Reporting Standard: Works with equal groups of objects to gain foundations for multiplication.					
Standard	**Trimester Reported***	**1** **Minimal**	**2** **Developing**	**3** **Proficient**	**4** **Advanced**
2.OA.C.3	3	Determine whether a group of objects (up to 10) has an odd or even number of members, e.g., by pairing objects or counting them by 2s.	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.	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.	Write an equation to express an even number (greater than 20) as a sum of two equal addends.
2.OA.C.4	2	Uses addition to find the total number of objects arranged in rectangular arrays with up to 3 rows and up to 3 columns.	Uses addition to find the total number of objects arranged in rectangular arrays with up to 3 rows and up to 3 columns. Writes an equation to express the total as a sum of equal addends.	Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Writes an equation to express the total as a sum of equal addends.	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns to answer a question or solve a contextual problem.

Reporting Standard: Understands place value.

Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
2.NBT.A.1	1	Understands that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Understands that the three digits of a three-digit number represents amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 ones, and 6 ones. Understands the following as special cases: a. 100 can be thought of as a bundle of ten tens-called a "hundred." 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).	Uses place value understanding to round a two-digit number to the nearest 10 or a three-digit number to the nearest 100.
2.NBT.A.2	1	Counts to 120, starting at any number, less than 120.	Counts within 1000; skip-counts by 5s, 10s, or 100s.	Counts within 1000; skip-counts by 5s, 10s, and 100s.	Skip-counts by 5s, 10s, and 100s to answer a question or solve a contextual problem.
2.NBT.A.3	1	Reads and writes numbers to 120 using base-ten numerals and number names.	Reads and writes numbers to 1000 using base-ten numerals and number names.	Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form.	Reads and writes numbers beyond 1000 using base-ten numerals, number names, and expanded form.
2.NBT.A.4	1	Compares two two-digit numbers based on meaning of the tens and ones.	Compares two two-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Orders three three-digit numbers from least to greatest or greatest to least.

Reporting Standard: Uses place value understanding and properties of operations to add and subtract.

Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
2.NBT.B.5	1 and 3	Fluently adds and subtracts within 20 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds or subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds and subtracts beyond 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.B.6	2	Adds up to three two-digit numbers (that do not require composing a ten) using strategies based on place value and properties of operations.	Adds up to three two-digit numbers using strategies based on place value and properties of operations.	Adds up to four two-digit numbers using strategies based on place value and properties of operations.	Adds more than four two-digit numbers using strategies based on place value and properties of operations.

Standard	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
2.NBT.B.7	1 and 2	Adds within 100, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method. Understands that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose tens or a hundred.	Adds and subtracts within 100, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method. Understands that in adding or subtracting two-digit numbers, one adds or subtracts tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or a hundred.	Adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method. Understands 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.	Fluently adds and subtracts within 1000 using any strategy.
2.NBT.B.8	1 and 2	Mentally adds 10 to a given number 10-90, and mentally subtracts 10 from a given number 10-99.	Mentally adds 100 to a given number 100–900, and mentally subtracts 100 from a given number 100–900.	Mentally adds 10 or 100 to a given number 100–900, and mentally subtracts 10 or 100 from a given number 100–900.	Mentally adds or subtracts 10 or 100 along with another strategy (e.g. decomposing, compensation) when adding or subtracting.
2.NBT.B.9	1 and 2	Explains why addition strategies work, using place value and the properties of operations.	Explains why addition and subtraction strategies work.	Explains why addition and subtraction strategies work, using place value and the properties of operations.	Explains reasoning for selecting the strategy used.

Reporting Standard: Measures and estimates lengths using standard units.					
Standard	**Trimester Reported***	**1 Minimal**	**2 Developing**	**3 Proficient**	**4 Advanced**
2.MD.A.1	1 and 3	Inaccurately measures the length of an object given an appropriate tool.	Measures the length of an object given an appropriate tool.	Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Measures the length around an object to determine perimeter.
2.MD.A.2	1 and 3	Inaccurately measures the length of an object twice, using length units of different lengths for the two measurements.	Measures the length of an object twice, using length units of different lengths for the two measurements.	Measures the length of an object twice, using length units of different lengths for the two measurements; describes how the two measurements relate to the size of the unit chosen.	Generalizes the inverse relationship between the size of the unit and the number of units needed to cover a specific length – the smaller the unit the more units are necessary to measure a certain length; the longer the unit, the less units are necessary
2.MD.A.3	1 and 3	Estimates lengths using 1 of the following units: inches, feet, centimeters, and meters	Estimates lengths using 2 of the following units: inches, feet, centimeters, and meters	Estimates lengths using units of inches, feet, centimeters, and meters.	Estimates how much longer one object is than another in terms of a standard length unit.
2.MD.A.4	1 and 3	Compares the length of two objects indirectly by using a third object.	Measures two objects in a standard length unit and determines which is longer.	Measures to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	

Reporting Standard: Relates addition and subtraction to length.					
Standard	**Trimester Reported***	**1** **Minimal**	**2** **Developing**	**3** **Proficient**	**4** **Advanced**
2.MD.B.5	1 and 3	Use addition and subtraction within 20 to solve word problems involving lengths that are given in the same units by using drawings with support.	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations.	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Use addition and subtraction within 100 to solve multi-step word problems involving lengths that are given in the same units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.B.6	1 and 3	Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represents whole-number sums or differences within 20 on a number line diagram.	Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represents whole-number sums or differences within 100 on a number line diagram.	Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represents whole-number sums and differences within 100 on a number line diagram.	Represents whole-number sums and differences greater than 100 on a number line diagram.

Reporting Standard: Tells time and solves problems involving money.					
Standard	**Trimester Reported***	**1** **Minimal**	**2** **Developing**	**3** **Proficient**	**4** **Advanced**
2.MD.C.7	3	Tells and writes time from digital clocks to the nearest five minutes, using a.m. and p.m.	Tells and writes time from analog clocks to the nearest half hour and digital clocks to the nearest five minutes, using a.m. and p.m.	Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Tells and writes time from analog and digital clocks to the nearest minute.
2.MD.C.8	3	Identifies dollar bills, quarters, dimes, nickels, and pennies.	Finds the total value of a given set of dollar bills, quarters, dimes, nickels, and pennies, using the $ and ¢ symbols appropriately.	Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	Solves multi-step word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

Reporting Standard: Represents and interprets data.					
Standard	**Trimester Reported***	**1** **Minimal**	**2** **Developing**	**3** **Proficient**	**4** **Advanced**
2.MD.D.9	3	Generates measurement data by measuring lengths to several objects to the nearest whole unit.	Generates measurement data by measuring lengths of several objects to the nearest whole unit. Shows the measurements by making a line plot with support.	Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Uses a line plot to answer questions or solve problems.
2.MD.D.10	3	Completes a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories with support.	Completes a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solves simple put-together and take-apart problems using information presented in a bar graph.	Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solves simple put-together, take-apart, and compare problems using information presented in a bar graph.	Draws a scaled picture graph and bar graph to represent a data set with up to four categories. Solves one-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

Reporting Standard: Reasons with shapes and their attributes.					
Standard	**Trimester Reported***	**1** **Minimal**	**2** **Developing**	**3** **Proficient**	**4** **Advanced**
2.G.A.1	3	Recognizes and draws shapes having a specified number of sides. Identifies triangles and quadrilaterals.	Recognizes shapes having specified attributes, such as a given number of angles or a given number of equal faces. Draws shapes having a specified number of angles. Identifies triangles, quadrilaterals, pentagons, and cubes.	Recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.	Recognizes rhombuses, rectangles, and squares. Understands that quadrilaterals in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).
2.G.A.2	2	Partitions a rectangle into rows and columns of same-size squares by tiling and counts to find the total number of them.	Completes the partition of a rectangle into rows and columns of same-size squares and counts to find the total number of them.	Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them.	Understands what a square unit is and that the same-size squares within a rectangle represent its area. Expresses the area in square units.
2.G.A.3	3	Partitions circles and rectangles into two and four equal shares.	Partitions circles and rectangles into two and four equal shares, describes the shares using the words *halves, fourths, half of, fourth of*, etc., and describes the whole as two halves, or four fourths.	Partitions circles and rectangles into two, three, or four equal shares, describes the shares using the words *halves, thirds, half of, a third of*, etc., and describes the whole as two halves, three thirds, four fourths. Recognizes that equal shares of identical wholes need not have the same shape.	Expresses each equal share as a unit fraction of the whole.