

Teacher Guide for the Second Grade Report Card Student Performance Levels

- 3 = Student meets **end of the year** grade level standard
- 2 = Student is progressing toward **end of the year** grade level standard
- 1 = Student is showing insufficient progress

Rubric for Reading

Reading	Performance Level 1	Performance Level 2	Performance Level 3
Applies phonics skill	- Unable to use context and phonetic clues to identify unfamiliar words	- Uses context and phonetic clues to identify unfamiliar words most of the time	- Consistently uses context and phonetic clues to identify unfamiliar words - Identifies two- and three-syllable words
Reads with fluency	- Reads less than 44 wpm	- Reads 44-89 wpm - Reads with accuracy, expression, appropriate phrasing and attention to punctuation	- Reads 90+ wpm - Reads with accuracy, expression, appropriate phrasing and attention to punctuation - Recognizes second grade high-frequency words
Comprehends reading material	- Orally retells one event - Relies on one strategy such as using a picture clue or sound identification for words	- Retells story to include main idea and important details - Monitors comprehension utilizing reading strategies	- Summarizes text to include main idea and order of important events - Draws simple conclusions, classifies ideas and things, identifies sequence, and retells directions and information from textual/informational and functional materials - Monitors comprehension utilizing reading strategies

Rubric for Handwriting

Handwriting	Performance Level 1	Performance Level 2	Performance Level 3
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Writes legibly	- Uses limited control of penmanship, such as, correct letter formation, appropriate size, spacing, and margins to make message readable	- Uses some control of penmanship, such as, letter formation, appropriate size, spacing, and margins to make message readable	- Uses correct letter formation, appropriate size, spacing, and margins to make message readable most of the time
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Rubric for Writing

Grade 2 writing reflects the developing ideas, organization, word choice, and voice of the writer.	Performance Level 1	Performance Level 2	Performance Level 3
Uses language skills	<ul style="list-style-type: none"> - Random or no use of capitalization or punctuation - Exhibits vocabulary skills some of the time 	<ul style="list-style-type: none"> - Uses basic capitalization and punctuation some of the time -Exhibits vocabulary skills most of the time 	<ul style="list-style-type: none"> - Applies basic capitalization and punctuation consistently such as capitalizing names and first letter in sentences, using periods, question marks, and exclamation marks -Consistently exhibits vocabulary skills by explaining simple common antonyms and synonyms, and using descriptive words

Expresses ideas in writing	<ul style="list-style-type: none"> - Needs considerable support to generate ideas for writing - Writing attempts to tell a story or make a point using few or no details to support the main idea - Records ideas with considerable guidance - Uses limited and repetitive word choices - Creates a plan and a first draft with direct guidance 	<ul style="list-style-type: none"> - Creates, with prompting and support, a variety of prewriting products, such as pictures, outlines, lists, and webs - Writing tells a story using some details to support the main idea, but ideas are still fuzzy, not developed - Records ideas with some sequential order - Awareness of audience is unclear - Uses general or ordinary words to convey messages - Creates a plan and a first draft independently - Revises, edits, and publishes with direct guidance 	<ul style="list-style-type: none"> - Creates a variety of prewriting products independently - Writing tells a story using interesting, important details to support the main idea - Records ideas in a logical sequence, such as a clear beginning, middle, and end - Begins to demonstrate an awareness of audience - Uses a variety of word choices to communicate ideas - Creates and publishes written products using all steps of the writing process -Revises and edits for varied purposes
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Rubric for Spelling

Spelling	Performance Level 1	Performance Level 2	Performance Level 3
Applies spelling strategies in daily work	<ul style="list-style-type: none"> -Uses few spelling patterns correctly -Uses resources, such as the word wall with direct guidance 	<ul style="list-style-type: none"> - Limited use of spelling patterns in written work - Uses resources to find correct spelling with occasional guidance - Spells most high frequency words correctly 	<ul style="list-style-type: none"> - Applies knowledge of spelling patterns - Uses resources to find correct spellings - Uses correct spelling of high frequency words
Spells assigned words correctly	<ul style="list-style-type: none"> -Unable to spell assigned words correctly (Modified spelling list may be utilized) 	<ul style="list-style-type: none"> -Inconsistently spells assigned words correctly 	<ul style="list-style-type: none"> -Consistently spells assigned words correctly

Rubric for Math

Math	Performance Level 1	Performance Level 2	Performance Level 3
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Demonstrates understanding of number sense	-Demonstrates few proficient skills and requires intensive teacher help when counting, comparing, reading, writing, and recognizing numbers	- Demonstrates some proficient skills and/or requires some teacher help when counting, comparing, reading, writing, and recognizing numbers	-Demonstrates concepts of number sense by using multiple representations of whole numbers up to 1000, counting forward and backward by threes from a given number, identifying a number that is 100 more or 100 less than a given number, and differentiating between odd and even numbers
Solves addition problems to 18	-Solves some addition facts to 18 with manipulatives	- Recalls some addition facts to 18 automatically -Student makes frequent errors but understands concept	- Recalls all addition facts to 18 automatically
Solves subtraction problems to 18	- Solves some subtraction facts to 18 with manipulatives	- Recalls some subtraction facts to 18 automatically -Student makes frequent errors but understands concept	- Recalls all subtraction facts to 18 automatically
Applies skills to problem solving	-Demonstrates few proficient skills and requires intensive teacher assistance when determining relevant information in order to solve a problem -Uses pictures or tools to model a solution with direct guidance -Creates growing patterns with direct guidance	-Demonstrates some proficient skills and/or requires some teacher assistance when determining relevant information in order to solve a problem -Attempts a strategy, such as drawing a picture, looking for a pattern, guessing and checking, or using an algorithm -Creates growing patterns with limited guidance	-Applies the operations of addition and subtraction to solve problems involving two-digit numerals, using multiple strategies with and without regrouping -Is able to determine relevant information in order to solve a problem -Creates growing patterns
Identifies and counts money	-Unable to determine the monetary value of coins and bills up to \$2.00 without direct guidance	-Inconsistently determines the monetary value of coins and bills up to \$2.00	-Determines the monetary value of sets of coins and bills up to \$2.00

Collects and organizes data, reads graphs	-Collects and uses data with direct guidance -Creates and organizes graphs with direct guidance -Reads and uses information presented in graphs and charts with direct guidance	-Collects and uses data with guidance -Creates and organizes graphs with guidance -Reads and uses information presented in graphs and charts with guidance	-Collects and uses data to make a graph -Creates and organizes graphs -Reads and uses information presented in graphs and charts
Recognizes and names geometric shapes	-Describes the attributes of plane and solid figures with direct guidance	-Describes the attributes of plane and solid figures with limited guidance	-Describes the attributes of plane and solid figures
Tells time	-Shows, tells, and writes time to the minute using analog and digital clocks with direct guidance	-Shows, tells, and writes time to the minute using analog and digital clocks with limited guidance	-Shows, tells, and writes time to the minute using analog and digital clocks -Knows and uses correct vocabulary dealing with time
Recognizes fractions	-Understands basic concepts of fractions using halves, thirds, and fourths through pictorial representation as well as numerals with direct guidance	-Understands basic concepts of fractions using halves, thirds, and fourths through pictorial representation as well as numerals with limited guidance	-Understands the basic concepts of fractions using halves, thirds, and fourths through pictorial representation as well as numerals
Applies measurement skills	-Demonstrates few proficient skills and requires intensive teacher guidance when measuring	-Demonstrates some proficient skills and/or requires some teacher guidance when measuring	-Measures length to the nearest inch, foot, and yard -Recognizes and describes the attributes of length, weight, and capacity and chooses the correct unit of measurement
Solves addition problems with regrouping	-Adds two digit numbers with regrouping with direct guidance -Applies concept correctly in story problems with direct guidance	-Adds two digit numbers with regrouping with limited guidance -Applies concept correctly in story problems with limited guidance	- Adds two digit numbers with regrouping - Applies concept correctly in story problems
Solves subtraction problems with regrouping	-Subtracts two digit numbers with regrouping with direct guidance -Applies concept correctly in story problems with direct guidance	-Subtracts two digit numbers with regrouping with limited guidance -Applies concept correctly in story problems with limited guidance	-Subtracts two digit numbers with regrouping -Applies concept correctly in story problems

Rubric for Science

Science	Performance Level 1	Performance Level 2	Performance Level 3
Demonstrates knowledge of concepts	<ul style="list-style-type: none"> - Needs directions to discuss science concepts and carry out scientific investigations - Consistently needs support to research and investigate 	<ul style="list-style-type: none"> -Carries out scientific investigations with guidance -Uses investigation tools with guidance -Participates in group or individual discussions about findings 	<ul style="list-style-type: none"> -Plans, carries out, and summarizes scientific investigations -Asks questions, shares ideas, and draws conclusions about topics -Selects and uses appropriate investigation tools accurately -Show understanding of concepts and vocabulary through the use of tools and oral and written products
Participates in related activities	<ul style="list-style-type: none"> - Seldom contributes to group work in class - Rarely asks questions or offers ideas - Partial completion of projects - Assignments frequently late 	<ul style="list-style-type: none"> - Consistently contributes to group work - Offers ideas and asks questions on occasion - Generally completes projects with care - Assignments consistently completed on time 	<ul style="list-style-type: none"> - Excellent group work skills - Consistently offers ideas and asks questions that clarify and extend discussions for all - Produces a high quality finished product - Assignments always completed on time

Rubric for Social Studies

Social Studies	Performance Level 1	Performance Level 2	Performance Level 3
Demonstrates knowledge of concepts	<ul style="list-style-type: none"> - Shows limited understanding of concepts and vocabulary - Obtains information with direct guidance 	<ul style="list-style-type: none"> -Asks questions, shares ideas, and draws conclusions about topics with guidance -Show understanding of concepts and vocabulary through the use of tools and products with guidance 	<ul style="list-style-type: none"> -Asks questions, shares ideas, and draws conclusions about topics -Shows understanding of concepts and vocabulary through the use of tools and oral and written products
Participates in related activities	<ul style="list-style-type: none"> - Participates rarely in large or small group discussions about concepts - Partial completion of projects - Assignments frequently late 	<ul style="list-style-type: none"> - Asks questions, shares ideas, and draws conclusions about topics - Consistently contributes to group work - Generally completes projects with care - Assignments consistently completed on time 	<ul style="list-style-type: none"> - Excellent group work skills -Consistently offers ideas and asks questions that clarify and extend discussions for all -Produces a high quality finished product - Assignments always completed on time