



Standards-Based Grading Rubric



Second Grade • Bryan County Schools

English Language Arts:

ELAGSE2RL2				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Not yet able to recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Inconsistently or partially able to recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Consistently able to recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
ELAGSE2RL6				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Not yet able to acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Inconsistently or partially able to acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Consistently able to acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
ELAGSE2RL9				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.	Not yet able to compare and contrast two or more versions of the same story by different authors or from different cultures.	Inconsistently or partially able to compare and contrast two or more versions of the same story by different authors or from different cultures.	Consistently able to compare and contrast two or more versions of the same story by different authors or from different cultures.	
ELAGSE2RL10				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
By the end of the year, read and comprehend literature, including stories and poetry, in the	By the end of the year, not yet able to read and comprehend literature, including stories and	By the end of the year, inconsistently or partially able to read and comprehend literature,	By the end of the year, consistently able to read and comprehend literature, including	By the end of the year, read and comprehend literature, including

grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	stories and poetry at the high end of the 2–3 text complexity band independently and proficiently.
ELAGSE2RI2				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	Not yet able to identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	Inconsistently or partially able to identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	Consistently able to identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
ELAGSE2RI6				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Not yet able to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Inconsistently or partially able to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Consistently able to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
ELAGSE2RI9				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Compare and contrast the most important points presented by two texts on the same topic.	By the end of the year, not yet able to read and comprehend informational texts, including history/social studies, science, and technical texts, in grade 2–3 text complexity band proficiency, with scaffolding as needed at the high end of the range.	By the end of the year, inconsistently or partially able to read and comprehend informational texts, including history/social studies, science, and technical texts, in grade 2–3 text complexity band proficiency, with scaffolding as needed at the high end of the range.	By the end of the year, consistently able to read and comprehend informational texts, including history/social studies, science, and technical texts, in grade 2–3 text complexity band proficiency, with scaffolding as needed at the high end of the range.	Read and comprehend informational texts, including history/social studies, science, and technical texts in grade 2–3 text complexity band independently and proficiently.
ELAGSE2RI10				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
By the end of the year, read and comprehend informational texts,	By the end of the year, not yet able to read and comprehend informational texts,	By the end of the year, inconsistently or partially able to read and comprehend	By the end of the year, consistently able to read and comprehend informational texts,	Read and comprehend informational texts, including

including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	including history/social studies, science, and technical texts, in grade 2–3 text complexity band proficiency, with scaffolding as needed at the high end of the range.	informational texts, including history/social studies, science, and technical texts, in grade 2–3 text complexity band proficiency, with scaffolding as needed at the high end of the range.	including history/social studies, science, and technical texts, in grade 2–3 text complexity band proficiency, with scaffolding as needed at the high end of the range.	history/social studies, science, and technical texts in grade 2–3 text complexity band independently and proficiently.
ELAGSE2RF4 a–d				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Read with sufficient accuracy and fluency to support comprehension.				
a. Read on–level text with purpose and understanding.	Not yet able to read on–level text with purpose and understanding.	Inconsistently or partially able to read on–level text with purpose and understanding.	Consistently able to read on–level text with purpose and understanding.	
b. Read on–level text orally with accuracy, appropriate rate, and expression on successive readings.	Not yet able to read on–level text orally with accuracy, appropriate rate, and expression on successive readings.	Inconsistently or partially able to read on–level text orally with accuracy, appropriate rate, and expression on successive readings.	Consistently able to read on–level text orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	Not yet able to use context to confirm or self–correct word recognition and understanding, rereading as necessary.	Inconsistently or partially able to use context to confirm or self–correct word recognition and understanding, rereading as necessary.	Consistently able to use context to confirm or self–correct word recognition and understanding, rereading as necessary.	
d. Recognize and read grade appropriate irregularly spelled words.	Not yet able to recognize and read grade–appropriate irregularly spelled words.	Inconsistently or partially able to recognize and read grade–appropriate irregularly spelled words.	Consistently able to recognize and read grade–appropriate irregularly spelled words.	
ELAGSE2W1				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
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	Not yet able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	Inconsistently or partially able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	Consistently able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	Effectively introduces a topic and clearly states an opinion. (e.g. a clear opinion statement, focused introductory information about the topic and a hook to engage the reader) Provides clear,

concluding statement or section.				relevant reasons to support the opinion. Uses well chosen linking words and phrases effectively to connect opinion and reasons. Provides a strong concluding statement or section. (e.g. clear, interesting connection is present between opinion and conclusion)
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ELAGSE2W2

Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Not yet able to write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Inconsistently or partially able to write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Consistently able to write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Effectively introduces a topic. (e.g. clear topic sentence, focused introductory information and a hook to engage the reader) Effectively develops points using facts and definitions that show perspective with a clear connection to the topic. Provides a strong concluding statement or section. (e.g. closure is effectively connected to the topic focus)

ELAGSE2W3

Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
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.	Not yet able to 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.	Inconsistently or partially able to 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.	Consistently able to 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.	Recounts a well-elaborated event sequence that unfolds naturally. (e.g. cause/effect relationship between events) Effectively includes details to describe actions, thoughts, and feelings. (e.g. details contribute to the sequence of events)

				Uses a variety of temporal words and phrases to signal the sequence of events. Provides a sense of closure that follows from the narrated experiences or events.
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ELAGSE2SL6

Domain/standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Not yet able to produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	Inconsistently or partially able to produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	Consistently able to produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	

ELAGSE2L1

Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
b. Form and use frequently occurring plural nouns (e.g. feet, children, teeth, mice, fish).	Not yet able to form and use the frequently occurring plural nouns.	Inconsistently or partially able to form and use frequently occurring plural nouns.	Consistently able to form and use frequently occurring plural nouns.	
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Not yet able to form and use the past tense of frequently occurring irregular verbs.	Inconsistently or partially able to form and use the past tense of frequently occurring irregular verbs.	Consistently able to form and use the past tense of frequently occurring irregular verbs.	
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Not yet able to use adjectives and adverbs, and choose between them depending on what is to be modified.	Inconsistently or partially able to use adjectives and adverbs, and choose between them depending on what is to be modified.	Consistently able to use adjectives and adverbs, and choose between them depending on what is to be modified.	
f. Produce, expand, and rearrange complete simple and compound sentences.	Not yet able to produce, expand, and rearrange complete simple and compound sentences.	Inconsistently or partially able to produce, expand, and rearrange complete simple and compound sentences.	Consistently able to produce, expand, and rearrange complete simple and compound sentences.	

ELAGSE2L2				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
c. Use an apostrophe to form contractions and frequently occurring possessives.	Not yet able to use an apostrophe to form contractions and frequently occurring possessives	Inconsistently or partially able to use an apostrophe to form contractions and frequently occurring possessives.	Consistently able to use an apostrophe to form contractions and frequently occurring possessives.	
ELAGSE2L4				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.				
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).	Not yet able to determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).	Inconsistently or partially able to determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).	Consistently able to determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).	
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Not yet able to use a known root word as a clue to the meaning of an unknown word with the same root.	Inconsistently or partially able to use a known root word as a clue to the meaning of an unknown word with the same root.	Consistently able to use a known root word as a clue to the meaning of an unknown word with the same root.	
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook)	Not yet able to use knowledge of the meaning of individual words to predict the meaning of compound words.	Inconsistently or partially able to use knowledge of the meaning of individual words to predict the meaning of compound words.	Consistently able to use knowledge of the meaning of individual words to predict the meaning of compound words.	
ELAGSE2L6				
Domain/standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Use words and phrases acquired through conversations, reading and being read to, and responding to texts,	Not yet able to use words and phrases acquired through conversations, reading and being read to, and	Inconsistently or partially able to use words and phrases acquired through conversations, reading and being read to, and	Consistently able to use words and phrases acquired through conversations, reading and being read to, and	

including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	responding to texts, including using adjectives and adverbs to describe.	responding to texts, including using adjectives and adverbs to describe.	responding to texts, including using adjectives and adverbs to describe.	
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Mathematics Standards:

NUMERICAL REASONING – counting within 1000, place value, addition and subtraction, fluency to 20, developing multiplication through arrays				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
2.NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1000 and describe basic place-value relationships and structures.	- Explains the value of a three-digit number using hundreds, tens, and ones in a limited number of ways. - Counts forward and backward by ones, fives, 10s, and 25s within a smaller range than the proficient level, demonstrating an emerging understanding of counting patterns. - Represents, compares, and orders whole numbers within a smaller range than the proficient level, with an emphasis on place value and equality, and uses $>$, $=$, and $<$ symbols to record the results of comparisons.	- Explains the value of a three-digit number using hundreds, tens, and ones in multiple ways, demonstrating a growing understanding of place value. - Counts forward and backward by ones, fives, 10s, and 25s within a range approaching the proficient level, demonstrating a developing proficiency in counting patterns. - Represents, compares, and orders whole numbers within a range closer to the proficient level, with an emphasis on place value and equality, and uses $>$, $=$, and $<$ symbols to record the results of comparisons, building proficiency through practice.	- Explains the value of a three-digit number using hundreds, tens, and ones in a variety of ways. - Counts forward and backward by ones from any number within 1000. Count forward by fives from multiples of 5 within 1000. Counts forward and backward by 10s and 100s from any number within 1000. Counts forward by 25s from 0. - Represents, compares, and orders whole numbers to 1000 with an emphasis on place value and equality. Uses $>$, $=$, and $<$ symbols to record the results of comparisons.	- Explains the value of numbers beyond the proficient level using place value concepts in a variety of ways, demonstrating a deep understanding of place value and applying this knowledge to real-world situations. - Counts forward and backward by various intervals beyond the proficient level, demonstrating fluency and flexibility in counting skills and applying these skills to solve complex problems. - Represents, compares, and orders whole numbers beyond the proficient level, with an emphasis on place value and equality, uses $>$, $=$, and $<$ symbols to record the results of comparisons, and applies these skills to analyze and solve complex problems in various contexts.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
2.NR.2: Apply multiple	Adds and subtracts within a smaller range	Adds and subtracts within a range closer to	Fluently adds and subtracts within 20 using	Fluently adds and subtracts beyond the

part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.	than the proficient level using a limited number of mental, part-whole strategies. • Finds 10 more or 10 less than a given two-digit number and finds 100 more or 100 less than a given two-digit number, demonstrating an emerging understanding of place value. • Solves problems involving the addition and subtraction of one-digit numbers using part-whole strategies. • Adds and subtracts within a smaller range than the proficient level using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with beginning levels of fluency.	the proficient level using a variety of mental, part-whole strategies, demonstrating increasing proficiency in these skills. • Finds 10 more or 10 less than a given three-digit number and finds 100 more or 100 less than a given three-digit number, demonstrating a developing understanding of place value. • Solves problems involving the addition and subtraction of two-digit numbers using part-whole strategies, with increasing accuracy and efficiency. • Adds and subtracts within a range closer to the proficient level using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, building fluency through practice.	a variety of mental, part-whole strategies. • Finds 10 more or 10 less than a given three-digit number and finds 100 more or 100 less than a given three-digit number. • Solves problems involving the addition and subtraction of two-digit numbers using part-whole strategies. • Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	proficient level using a wide variety of mental, part-whole strategies and applies these skills to solve complex problems in various contexts. • Finds various multiples more or less than a given number beyond the proficient level, demonstrating a deep understanding of place value and applying this knowledge to complex problems. • Solves complex problems involving the addition and subtraction of multi-digit numbers using part-whole strategies and applies these skills to analyze and solve real-world problems. • Fluently adds and subtracts beyond the proficient level using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, demonstrating a high level of proficiency and applying these skills to solve complex problems in various contexts.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
2.NR.3: Work with equal groups to gain foundations for multiplication through real-life, mathematical problems.	• Determines whether a group with a smaller number of objects than the proficient level has an odd or even number of objects. Writes an equation to express an even number as a sum of two equal addends, reflecting a beginning understanding. • Uses addition to find the total number of objects arranged in rectangular arrays with	• Determines whether a group with a number of objects closer to the proficient level has an odd or even number of objects. Writes an equation to express an even number as a sum of two equal addends, demonstrating a developing understanding. • Uses addition to find the total number of objects arranged in	• Determines whether a group (up to 20) has an odd or even number of objects. Writes an equation to express an even number as a sum of two 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	• Determines whether a group with a number of objects beyond the proficient level has an odd or even number of objects. Writes multiple equations to express an even number as a sum of two equal addends and applies this understanding to solve complex problems. • Uses addition to find the total number of objects

	fewer rows and columns than the proficient level; writes an equation to express the total as a sum of equal addends, demonstrating an initial understanding of the relationship between addition and rectangular arrays.	rectangular arrays with a number of rows and columns closer to the proficient level; writes an equation to express the total as a sum of equal addends, showing a growing understanding of the relationship between addition and rectangular arrays.	express the total as a sum of equal addends.	arranged in rectangular arrays with a number of rows and columns beyond the proficient level; writes equations to express the total as a sum of equal addends in multiple, complex ways.
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PATTERNING & ALGEBRAIC REASONING – patterns up to 20 and addition and subtraction within 1,000

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.	- Identifies and describes a simple numerical pattern resulting from repeating a basic operation such as addition or subtraction, demonstrating an emerging understanding. - Identifies and describes simple growing and shrinking patterns involving addition and subtraction within a limited range, showing an initial understanding of patterns.	- Identifies, describes, and creates a numerical pattern resulting from repeating an operation such as addition or subtraction, exhibiting a developing understanding of patterns and their structure. - Identifies, describes, and creates growing and shrinking patterns involving addition and subtraction within a range approaching the proficient level, demonstrating progressing skills in pattern recognition and creation.	- Identifies, describes, and creates a numerical pattern resulting from repeating an operation such as addition and subtraction. - Identifies, describes, and creates growing patterns and shrinking patterns involving addition and subtraction up to 20.	- Identifies, describes, and creates complex numerical patterns resulting from repeating multiple operations, demonstrating a thorough understanding of patterns. Applies this knowledge to solve challenging problems in various contexts. - Identifies, describes, and creates growing and shrinking patterns involving addition and subtraction beyond the proficient level, showcasing advanced skills in pattern recognition. Utilizes these skills to analyze and solve complex problems.

MEASUREMENT & DATA REASONING – length, distance, time, and money

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
2.MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units	Constructs simple measuring instruments using unit models, demonstrating an emerging understanding of measurement tools. Compares unit models to rulers, recognizing basic similarities and	Constructs simple measuring instruments using unit models with increasing independence. Compares unit models to rulers, demonstrating a growing understanding of their relationship.	- Constructs simple measuring instruments using unit models. Compares unit models to rulers. - Estimates and measures the length of an object or distance to the nearest whole unit using appropriate units and	- Constructs measuring instruments using unit models and extends this understanding to real-world applications. Analyzes and explains the relationship between unit models and rulers in various contexts. - Estimates and measures

of measurement, including inches, feet, and yards and analyze graphical displays of data to answer relevant questions.	differences. - Estimates and measures the length of an object or distance to the nearest whole unit using appropriate units and standard measuring tools, demonstrating an initial skill level. - Measures to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit with emerging accuracy. - Asks simple questions and answers them based on gathered information and observations, demonstrating an initial understanding of data collection and analysis. - Represents basic whole-number sums and differences within a standard unit of measurement on a number line diagram.	- Estimates and measures the length of an object or distance to the nearest whole unit using appropriate units and standard measuring tools, with improved accuracy. - Measures to determine how much longer one object is than another and expresses the length difference in terms of a standard-length unit, with developing precision. - Asks relevant questions and answers them based on gathered information, observations, and basic graphical displays to solve simple problems. - Represents whole-number sums and differences within a standard unit of measurement on a number line diagram, with increasing accuracy.	standard measuring tools. - Measures to determine how much longer one object is than another and expresses the length difference in terms of a standard-length unit. - Asks questions and answers them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life. - Represents whole-number sums and differences within a standard unit of measurement on a number line diagram.	the length of an object or distance to the nearest whole unit using appropriate units and standard measuring tools with consistent accuracy. Applies this skill to solve complex problems. - Measures to determine how much longer one object is than another and expresses the length difference in terms of a standard-length unit with high precision.. - Asks probing questions and answers them based on gathered information, observations, and complex graphical displays to solve complex problems relevant to everyday life. Communicates findings effectively. - Represents whole-number sums and differences within a standard unit of measurement on a number line diagram with consistent accuracy. Applies this skill to solve challenging problems in various contexts.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
2.MDR.6: Solve real-life problems involving time and money	- Tells and writes time from analog and digital clocks at a beginning level. - Finds the value of a group of coins and determines combinations of coins that equal a given amount that is less than fifty cents, and solves simple problems involving coins, using ¢ symbols appropriately.	- Tells and writes time from analog and digital clocks to the nearest five minutes, and estimates and measures elapsed time using a timeline, to the hour or half hour, with increasing accuracy. - Developing consistency in finding the value of a group of coins and determining combinations of coins that equal a given amount that is less than one hundred cents, and solves	- Tells and writes time from analog and digital clocks to the nearest five minutes, and estimates and measures elapsed time using a timeline, to the hour or half hour on the hour or half hour. - Finds the value of a group of coins and determines combinations of coins that equal a given amount that is less than one hundred cents, and solves problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and	- Tells and writes time from analog and digital clocks to the nearest minute, and estimates and measures elapsed time using a timeline, to the quarter hour or beyond.. - Finds the value of a group of coins and bills and determines combinations of coins and bills that equal a given amount that is greater than one hundred cents, and solves complex problems involving currency, consistently using \$ and ¢ symbols appropriately.

		problems involving coins, using \$ and ¢ symbols appropriately.	¢ symbols appropriately.	
GEOMETRIC & SPATIAL REASONING – sorting shapes, lines of symmetry, partitioning circles and rectangles				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
2.GSR.7: Draw and partition shapes and other objects with specific attributes, and conduct observations of everyday items and structures to identify how shapes exist in the world.	- Recognizes some 2-D shapes including triangles and quadrilaterals, and 3-D shapes. - Recognizes lines of symmetry in simple everyday objects. - Partitions circles and rectangles into two equal shares. Identifies equal-sized parts of the whole using basic fractional names ("halves," "half of," etc.). - Begins to recognize that equal shares of identical wholes can be different shapes within the same whole, but shows partial understanding.	- Identifies and sorts 2-D shapes including polygons, triangles, quadrilaterals, and pentagons, and 3-D shapes including rectangular prisms and cones, given a set of attributes. - Identifies at least one line of symmetry in everyday objects. - Partitions circles and rectangles into two, three or four equal shares. Identifies equal-sized parts of the whole using fractional names ("halves," "fourths," "half of," "quarter of," etc.), with developing accuracy. - Recognizes that equal shares of identical wholes may be different shapes within the same whole, with increasing consistency.	- Describes, compares and sorts 2-D shapes including polygons, triangles, quadrilaterals, pentagons, hexagons, and 3-D shapes including rectangular prisms and cones, given a set of attributes. - Identifies at least one line of symmetry in everyday objects to describe each object as a whole. - Partitions circles and rectangles into two, three, or four equal shares. Identifies and describes equal-sized parts of the whole using fractional names ("halves," "thirds," "fourths," "half of," "third of," "quarter of," etc.). - Recognizes that equal shares of identical wholes may be different shapes within the same whole.	- Compares, analyzes, and sorts a wide range of 2-D shapes including polygons, triangles, quadrilaterals, pentagons, hexagons, and 3-D shapes including rectangular prisms, cones, and other advanced shapes, given a set of attributes. - Identifies multiple lines of symmetry in complex everyday objects to describe each object as a whole. Uses this skill to create and/or analyze intricate designs. - Partitions circles and rectangles into two, three, four, or more equal shares. Identifies and describes equal-sized parts of the whole using fractional names and extends this understanding to other shapes and real-world contexts. - Recognizes that equal shares of identical wholes may be different shapes within the same whole and applies this understanding to solve complex problems and/or create intricate designs.