

2nd Grade Standards

St. Wenceslaus Catholic School

Religion

I know and understand grade level religion concepts.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Unable to participate in classroom activities and discussions regarding grade level religion concepts.	Partially able to participate in classroom activities and discussions regarding grade level religion concepts.	Consistently able to participate fully in classroom activities and discussions regarding grade level religion concepts.	N/A

I understand how the church worships through full, active and conscious participation in liturgy.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Unable to participate in school masses and religious services at grade level expectations.	Partially able to participate in school masses and religious services at grade level expectations.	Consistently able to participate fully in school masses and religion services at grade level expectations.	N/A

I know grade level prayers.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
I do not know any of the required grade level prayers.	I know some of the required grade level prayers.	I know all of the required grade level prayers.	N/A

Math

Number and Operation

2.1.1.1 I can read and write numbers up to 1000.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Reads and writes numbers up to 1000 with less than 70% accuracy.	Reads and writes numbers up to 1000 with 70-89% accuracy.	Reads and writes numbers up to 1000 with at least 90% accuracy.	Reads and writes numbers up to 100,000 with 90% accuracy.

2.1.1.2 I can show expanded form in numbers up to 1000.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Expands numbers in ones, tens and hundreds up to 1000 with less than 60% accuracy.	Expands numbers in ones, tens and hundreds up to 1000 with 60-79% accuracy.	Expands numbers in ones, tens and hundreds up to 1000 with at least 80% accuracy.	Expands number in ones, tens, hundreds, thousands, and ten-thousands up to 100,000 with 83% accuracy.

2.1.2.2 I can solve addition facts fluently.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Unable to solve addition facts between 10-20 fluently.	Solves addition facts between 10-20 with some fluency.	Solves addition facts between 10-20 fluently.	N/A

2.1.2.2 I can solve subtraction facts fluently. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Unable to solve subtraction facts between 10-20 fluently.	Solves subtraction facts between 10-20 with some fluency.	Solves subtraction facts between 10-20 fluently.	N/A

2.1.2.4 I can solve two digit addition problems.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Solves two digit addition problems with less than 60% accuracy.	Solves two digit addition problems with 60-79% accuracy.	Solves two digit addition problems with at least 80% accuracy.	Solves three digit addition problems with 80% accuracy.

2.1.2.4 I can solve two digit subtraction problems.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Solves two digit subtraction problems with less than 60% accuracy.	Solves two digit subtraction problems with 60-79% accuracy.	Solves two digit subtraction problems with at least 80% accuracy.	<i>Solves three digit subtraction problems with 80% accuracy.</i>

2.1.2.5 I can solve subtraction and addition number stories with up to two digits. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Solves addition and subtraction number stories with less than 60% accuracy.	Solves addition and subtraction number stories with 60-79% accuracy.	Solves addition and subtraction number stories with at least 80% accuracy.	<i>Create and solve number stories.</i>

Algebra

2.2.1.1 I can identify, create and solve number patterns. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Identifies, creates and solves number patterns with less than 60% accuracy.	Identifies, creates and solves number patterns with 60-79% accuracy.	Identifies, creates and solves number patterns with at least 80% accuracy.	<i>Identifies, creates and solves problems with two number patterns.</i>

Geometry and Measurement

2.3.1.1 I can compare 2D and 3D shapes by their faces, sides, angles and vertices.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Compares 2D and 3D shapes with less than 60% accuracy.	Compares 2D and 3D shapes with 60-79% accuracy.	Compares 2D and 3D shapes with at least 80% accuracy.	<i>N/A</i>

2.3.2.2 I can measure to the nearest inch and centimeter.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Measures to the nearest inch and centimeter with less than 60% accuracy.	Measures to the nearest inch and centimeter with 60-79% accuracy.	Measures to the nearest inch and centimeter with at least 80% accuracy.	<i>Measures to the nearest half inch with 95% accuracy.</i>

2.3.3.2 I can find the value of penny, nickel, dime and quarter combinations up to one dollar.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Identify the value of coin combinations with less than 60% accuracy.	Identify the value of coin combinations with 60-79% accuracy.	Identify the value of coin combinations with at least 80% accuracy.	<i>Identify the value of coin combinations with amounts up to \$10 (using dollars and coins) with 95% accuracy.</i>

2.3.3.1 I can tell time to the quarter hour. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
I can tell time to the hour.	I can tell time to the hour and half hour with 80 percent accuracy.	I can tell time to the five minutes with 80 percent accuracy.	I can tell time to the 1-minute mark with 80 percent accuracy.

Language Arts

Literature

2.1.1.1 I can answer who, what, why, where, when and how questions to show I understand important details in the story.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Answers 0-3 who, what, why, where, when and how questions correctly.	Answers 4 of 6 question types correctly.	Answers 5-6 who, what, why, where, when and how questions correctly.	<i>N/A</i>

2.1.5.5 I can retell a story using beginning, middle, end.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Retells 0-1 parts of a story.	Retells 2 of the 3 parts of a story.	Retells the beginning, middle, end of a story.	<i>N/A</i>

2.1.7.7 I can describe a character and setting.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Describes an internal OR external character trait of a character. (personality trait and physical trait)	Describes internal and external character traits of a character. (personality trait and physical trait)	Describes 2 internal and 2 external character traits and the setting. (personality trait and physical trait)	N/A

2.1.9.9 I can compare and contrast two or more versions of the same story. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
States 0-1 comparison and/or contrast.	States 2 comparisons and contrasts.	States 3 comparisons and contrasts .	States 3 comparisons and contrasts with 3 versions of the same story.

Informational

2.2.4.4 I can determine the meaning of words by using the text.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Able to determine meaning with less than 80% accuracy.	Able to determine meaning with at least 80% accuracy.	Able to determine meaning with at least 90% accuracy.	N/A

2.2.5.5/2.2.7.7 I can identify text features and know how to use them. (captions, glossaries, index, bold print, subheadings)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Identifies 2 or fewer text features.	Identifies 3 text features and shows how they are used.	Identifies 4-5 text features and shows how they are used.	N/A

2.2.9.9 I can compare and contrast key details between two texts that are alike. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
States 0-1 comparison and/or contrast.	States 2 comparisons and contrasts.	States 3 comparisons and contrasts .	States 3 comparisons and contrasts with three versions of the same topic.

Foundational Skills

2.3.1.3d I can read words with prefixes and suffixes.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Reads words with prefixes and suffixes with less than 80% accuracy.	Reads words with prefixes and suffixes with 80% accuracy.	Reads words with prefixes and suffixes with at least 90% accuracy.	Explains the meanings of words with prefixes and suffixes (re, pre, un, dis, ing, ed)

2.3.1.3f I can read grade level appropriate sight words.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Reads less than first 275 Fry words.	Reads between 275-289 of the 300 Fry words.	Reads at least 290 of the 300 Fry words.	Reads at least 390 of the 400 Fry words.

2.3.1.4 I can read and understand grade level text fluently.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Reads text below grade-level with accuracy and fluency to support comprehension.	Reads text slightly below grade-level with accuracy and fluency to support comprehension.	Reads grade-level text with accuracy and fluency to support comprehension.	Reads above-grade level text with accuracy and fluency to support comprehension. (Above level N)

Writing

2.6.3.3 I can write a narrative text. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Writing attempts a beginning, middle, or end. Order of events may be unclear.	Writing attempts a beginning, middle, and end. Most events are told in order.	Writing includes a clear beginning, middle, and end. Events are told in order.	N/A

2.6.2.2 I can write an informative text. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Writing may include a topic introduction, facts to develop or provides a concluding statement.	Writing includes a topic introduction, facts to develop at least 3 points, and provides a concluding statement.	Writing includes a topic introduction, facts to develop at least 5 points, and provides a concluding statement.	N/A

2.10.2.2 a/b I can use capital letters and punctuation in the correct places when writing.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Sometimes uses capital letters as proper nouns and at the beginning of sentences OR uses correct punctuation. (commas in letters, contractions)	Sometimes uses capital letters as proper nouns and at the beginning of sentences AND uses correct punctuation. (commas in letters, contractions)	Consistently uses capital letters as proper nouns and at the beginning of sentences and uses correct punctuation. (commas in letters, contractions)	N/A

2.10.2.2 d. I can use correct spelling when writing.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Can not yet spell new words using sounds and spelling that make sense.	Sometimes spells new words using sounds and spelling that make sense.	Consistently spells new words using sounds and spelling that make sense.	N/A

Science

K-2- ETS1-1 I can identify a need or problem and construct an object to help solve it.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Identify a need or problem.	Identify a need or problem and attempt to construct an object to help solve it.	Identify a need or problem and successfully construct an object to help solve it.	N/A

2-ESS1-1 I can use information to provide evidence that Earth events can occur quickly or slowly. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Provide evidence for one event and tell whether they occur quickly or slowly.	Provide evidence for two events and tell whether they occur quickly or slowly.	Provide evidence for three events and tell whether they occur quickly or slowly.	N/A

2-PS1-1 I can describe & classify different kinds of materials by their observable properties.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Describe and classify two different kinds of materials by their observable properties.	Describe and classify three different kinds of materials by their observable properties.	Describe and classify four different kinds of materials by their observable properties.	N/A

2-LS2-1 I can explain that plants need space, water, nutrients and air. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Lists and/or explains 0-2 things a plant needs.	Lists and explains 3 things a plant needs.	Lists and explains 4 things a plant needs.	N/A

Social Studies

2.3.4.9.1 I can tell how our actions change the environment. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
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Tells 1 action.	Tells 1 action and either explains how it changes the environment and how people are changed.	Tells 1 action, explains how it changes the environment and how people are changed.	N/A
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2.4.1.1.1 I can create a timeline based on a historical person or event. (Semester 2)

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Create a timeline about a historical person or event with 1-2 important dates and details in order.	Create a timeline about a historical person or event with 3-4 important dates and details in order.	Create a timeline about a historical person or event with 5+ important dates and details in order.	N/A

Art

I can use tools and materials to create artwork demonstrating the fundamentals of art.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Not yet able to demonstrate the lesson skill(s) with significant instructional support; the skill(s) require further practice.	Able to demonstrate the lesson skill(s) but needed additional instructional support to complete some or all of the desire skill(s).	Able to demonstrate the lesson skill(s). An understanding of skills, concept and/or media is being demonstrated.	<i>Consistently takes the lesson skill(s) and goes creatively further in their expression. A mastery of skills, concept and/or media has been demonstrated.</i>

Music

0.1.2.3.2 I can play an accompaniment on a classroom instrument to a steady beat.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Student needs more practice to play an accompaniment on a classroom instrument to a steady beat.	Student occasionally can play an accompaniment on a classroom instrument to a steady beat.	Student consistently can play an accompaniment on a classroom instrument to a steady beat.	N/A

0.3.1.3.1 I can sing a variety of songs that include simple rhythms and melodies.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Student seldom participates in singing songs with simple rhythms and melodies.	Student occasionally participates in singing songs with simple rhythms and melodies.	Student consistently participates in singing songs with simple rhythms and melodies..	N/A

Physical Education

Standard 1: I can demonstrate motor skills and movement patterns needed to perform activities.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Student needs more practice to demonstrate skills with movement patterns to perform activities.	Student independently demonstrates most skills and movement patterns to perform most activities.	Student independently demonstrates all skills and movement patterns to perform all activities.	N/A

Standard 4: I can follow rules, procedures and safe practices while working independently or with others.

1 Limited Progress	2 Approaching Standard	3 Meets Standard	4 Exceeds Standards
Student exhibits sportsmanship, cooperation, or direction following behavior in class, with frequent teacher reminders.	Student exhibits sportsmanship, cooperation, or direction following behavior in class, with occasional teacher reminders.	Student consistently exhibits sportsmanship, cooperation, or direction following behavior.	<i>Student acts as a leader for peers.</i>