
Triad

Community Unit District #2

Educating Everyone....Takes Everyone

3rd Quarter Rubric

2nd Grade

Learning Skills and Behaviors Rubric - Grade 2

Learning Skills and Behaviors Rubric	1	2	3
Demonstrates effort	Seldom or Never	Sometimes	Consistently
Follows school and classroom expectations	Seldom or Never	Sometimes	Consistently
Participates in class	Seldom or Never	Sometimes	Consistently
Listens and follows directions	Seldom or Never	Sometimes	Consistently
Works independently and uses time wisely	Seldom or Never	Sometimes	Consistently
Completes homework/assignments on time	Seldom or Never	Sometimes	Consistently
Talks at appropriate times	Seldom or Never	Sometimes	Consistently
Demonstrates organizational skills	Seldom or Never	Sometimes	Consistently
Shows respect to others	Seldom or Never	Sometimes	Consistently

2nd Grade Language Arts Rubric - 3rd Quarter

	Skills covered this quarter	1 = Limited Progress	2 = Progressing toward quarterly expectations	3 = Met <i>quarterly</i> standards expectations
Reading - Literature and Informational Texts				
Uses reading skills to develop comprehension of texts	<ul style="list-style-type: none"> ● Ideas and Support ● Figurative Language ● Ask and Answer Questions ● Characters ● Summarize ● Text Features ● Evaluate ● Text Organization ● Chronological Order ● Point of View ● Make Inferences ● Connections ● Cause and Effect ● Elements of Poetry 	The student needs continued progress in order to meet the quarter's expectations.	The student is progressing on skills related to key ideas and details but does not consistently show progression toward mastery of the skills.	The student consistently shows expected progress in skills related to key ideas and details and demonstrates progress in class work and on assessments.
Reading - Foundational Skills				
Phonics and Word Recognition	<ul style="list-style-type: none"> ● Suffixes ● Consonant +le ● Vowel Teams (ee, ea, ey, ai, ey, eigh, ow, oa, oe, ie, igh) 	Student struggles to correctly use taught phonics patterns and has difficulty recognizing and decoding grade level words.	Student sometimes applies phonics and word recognition/decoding skills to reading and writing tasks.	Student consistently applies phonics and word recognition/decoding skills to reading and writing tasks.
Reads Fluently	<ul style="list-style-type: none"> ● Accuracy and self-corrections ● Phrasing and intonation 	Reads word by word, without expression on successive readings.	Sometimes reads with appropriate pace, expression, and meaningful phrasing on successive readings	Consistently reads with appropriate pace, expression, and meaningful phrasing on successive readings

Writing and Language				
Produces and organizes types of writing	<ul style="list-style-type: none"> ● Personal Essay ● Poetry 	Writing is not clear or coherent. Or the student requires intensive teacher intervention to produce writing pieces.	Writing is done at a basic level and may not be clear, may be lacking detail, or intensive teacher support.	Consistently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience with moderate teacher support.
Vocabulary Acquisition and Use	<ul style="list-style-type: none"> ● Suffixes (-y, -ly, -er, -est) ● Prefixes (dis, un, re) ● Words that name people ● Homophones ● Inflections (-ed, -ing) 	The student needs additional support to determine the meaning of unknown words using multiple strategies including affixes, root words, and context clues.	The student inconsistently determines the meaning of unknown words using multiple strategies including affixes, root words, and context clues.	Determines the meaning of unknown words using multiple strategies including affixes, root words, and context clues.
Uses grammar correctly	<ul style="list-style-type: none"> ● Proper Nouns ● Quotation Marks ● Abbreviations ● Punctuation ● Contractions ● Compound Sentences ● Verbs ● Pronouns ● Subject-Verb Agreement ● Forms of "Be" ● Possessive Pronouns 	The student needs continued progress in order to meet the quarter's expectations.	The student inconsistently uses grammar skills correctly in-class work and writing.	The student consistently shows progress on taught skills and can apply the skills to his or her class work and writing.
Uses spelling patterns correctly	<ul style="list-style-type: none"> ● Suffix Addition (Drop the e, Change -y to -i) ● Consonant -le 	Student makes many spelling errors in written work, on assessment, and in writing pieces.	Student makes some errors in taught spelling patterns and high-frequency words in written work, on assessments,	Student consistently spells words correctly in written work, on assessments, and in writing pieces

	<ul style="list-style-type: none"> Vowel Teams (ee, ea, ey, ai, eigh, oa, ow, oe, ie, igh) 		and in writing pieces.	
Uses taught capitalization and punctuation skills correctly	<ul style="list-style-type: none"> Period, exclamation points, question marks First letter of a sentence, Proper Nouns 	Student makes many errors when capitalizing words and using punctuation in written work, on assessments, and in writing pieces.	Student makes some errors when capitalizing words and using punctuation in written work, on assessments, and in writing pieces.	Student consistently capitalizes words correctly and uses correct punctuation in written work, on assessments, and in writing pieces

Grade 2 Math Rubric - Third Quarter

Operations and Algebraic Thinking	1	2	3
Uses number patterns and basic multiplication strategies	X	X	X
Number and Operations in Base 10	1	2	3
Applies addition strategies	Student is unable to complete up to two and three digit addition problems at an accuracy rate of at least seven out of ten times	Student uses multiple addition strategies such as taking apart tens and regrouping to solve two and three digit problems correctly seven or eight out of ten times	Student uses multiple addition strategies such as taking apart tens and regrouping to solve two and three digit problems correctly nine out of ten times
Applies subtraction strategies	Student shows a limited understanding of subtraction strategies. Student is unable to complete two and three digit subtraction problems at an accuracy rate of at least seven out of ten times	Student uses subtraction strategies such as fact families and regrouping to accurately complete two and three digit subtraction problems at least seven out of ten times	Student uses subtraction strategies such as fact families and regrouping to accurately complete two and three digit subtraction problems nine out of ten times
Understands place value	X	X	X
Measurement and Data	1	2	3
Tells and writes time	Student makes more than three errors out of ten when telling time to the nearest five minutes on an analog clock using am and pm	Student can tell and write time using an analog clock to the nearest five minutes accurately seven or eight out of ten times using am and pm	Student can tell and write time using an analog clock to the nearest five minutes accurately nine out of ten times using am and pm
Identifies and counts money	Student makes more than three errors out of ten when counting money in math assessments	Student can correctly count money using pennies, nickels, dimes, and quarters seven or eight out of ten times	Student can state the value of pennies, nickels, dimes, and quarters. Student can correctly count money using these coins nine out of ten times
Measures and estimates length	X	X	X
Represents and interprets data	X	X	X
Geometry	1	2	3
Identifies, draws, and partitions shapes	X	X	X
Mathematical Practices	1	2	3

Demonstrates addition fact fluency	Student is unable to complete 75/100 basic addition facts in 5 minutes	Student can correctly complete 75/100 basic addition facts in 5 minutes or less	Student can correctly complete 90/100 basic addition facts in 5 minutes or less
Demonstrates subtraction fact fluency	Student is unable to complete 75/100 basic subtraction facts in 6 minutes	Student can correctly complete 75/100 basic subtraction facts in 6 minutes or less	Student can correctly complete 90/100 basic subtraction facts in 6 minutes or less
Writes and solves word problems	Student makes more than two errors out of five attempts at writing and solving word problems within math assessments	Student is able to write and solve word problems within math assessments accurately three out of five times	Student is able to write and solve word problems within math assessments accurately four out of five times