

# Scoring Criteria for the Second Grade Report Card

## A Reference Guide for Parents



Dear Parents,

The report card will give you a general picture of your child's progress to date in reading, mathematics, writing, communication, science, social studies and PE. It also includes scores for effort in all areas as well as in the social/learning skills, music, and art.

The attached scoring criteria (rubrics) are used by your child's teacher for determining scores on the report card. We have included the scoring criteria for parents as a reference only, to give more detailed information about grade level expectations and to help you more clearly understand your child's level of performance.

Please note that a child's level of performance (noted as 1, 2, 3 or 4 for the reporting period) is not an "averaging" of scores, but an indication of current performance level. So, for instance, if six evaluations were completed during the grading period with scores of 1, 1, 1, 3, 3, 3, the student would be noted as performing now at a "3" level since the last three indicators remained at that level.

**Reading Rubric for Report Card (2nd Grade)**

**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;  
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

<b>Understands and Applies Different Skills and Strategies to Read</b>	<b>Understands the Meaning of What is Read</b>	<b>Effort (personal best)</b>
<ul style="list-style-type: none"> <li>• Uses meaning, structure, and visual cues when reading.</li> <li>• Recognizes when s/he doesn't understand a story and uses a variety of strategies to correct.</li> <li>• Reads a variety of text fluently with expression.</li> <li>• Locates and uses text features (e.g., table of contents).</li> <li>• Demonstrates mastery of an extensive bank of sight words.</li> <li>• Uses knowledge of phonetics, spelling patterns, word families, and/or syllabication to identify unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehends important ideas and details.</li> <li>• Employs a variety of comprehension strategies to maintain meaning (e.g., predicting, making connections, clarifying).</li> <li>• Makes inferences and predictions from textual and illustrative details.</li> <li>• Re-tells major contents of fiction or non-fiction text, including main idea, and significant details in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads independently.</li> <li>• Demonstrates an interest in reading experiences.</li> <li>• Shows an interest in improving reading skills.</li> <li>• Chooses a variety of books at appropriate level for independent reading.</li> </ul>

**The student . . . . .**

<b>4=Exceeds Standard</b>	consistently and independently uses a variety of skills and strategies to read unfamiliar materials that are one or more years above grade level.	reads and consistently shows complete understanding of texts that are one or more years above grade level.	consistently demonstrates exceptional effort.
<b>3=Meets Standard</b>	usually uses effective skills and strategies to read grade level material.	reads and understands text appropriate to grade level.	usually demonstrates effort.
<b>2=Approaches Standard</b>	sometimes uses skills and strategies to read with teacher guidance.	reads and understands text appropriate to grade level with teacher guidance.	sometimes demonstrates effort.
<b>1=Below Standard</b>	seldom uses skills or strategies to read, even with teacher guidance.	reads or understands only simple or familiar text.	seldom demonstrates effort.

**Writing Rubric for Report Card (2nd Grade)**

**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;**

**1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

<b>Writes Clearly and Effectively</b>	<b>Understands and Uses Conventions</b>	<b>Spells High Frequency Words</b>
<ul style="list-style-type: none"> <li>Organizes writing using a time sequence or beginning, middle, and end.</li> <li>Writes sentences using specific nouns (such as names), active verbs, and adjectives.</li> <li>Writes several sentences that focus on a topic.</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes the beginning of sentences and proper nouns.</li> <li>Uses end punctuation.</li> <li>Uses commas in a series.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly spells high frequency words previously introduced by teacher in written work.</li> </ul>

**The student.....**

<b>4=Exceeds Standard</b>	consistently demonstrates exceptionally clear and effective writing skills independently.	consistently uses accurate punctuation and capitalization to enhance meaning and style of text.	consistently spells high frequency words in written work.
<b>3=Meets Standard</b>	usually demonstrates clear and effective writing skills independently.	usually uses appropriate punctuation and capitalization; some errors but they do not detract from the meaning of the text.	usually spells high frequency words in written work.
<b>2=Approaches Standard</b>	sometimes demonstrates clear and effective writing skills.	sometimes uses basic punctuation and capitalization, but frequent errors detract from the meaning of the text.	sometimes spells high frequency words correctly, but frequent errors detract from written work.
<b>1=Below Standard</b>	seldom demonstrates clear and effective writing skills even with teacher assistance.	seldom uses appropriate punctuation and capitalization, limiting reader's understanding of the text.	seldom spells high frequency words correctly, detracting from reader's understanding of written work.

**Writing Rubric for Report Card (2nd Grade)**

**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;**

**1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

<b>Applies Phonemic Spelling Patterns/Rules in Written Work</b>	<b>Understands and Uses the Writing Process</b>	<b>Uses Legible Handwriting</b>
<ul style="list-style-type: none"> <li>• Uses spelling patterns/rules introduced by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans for writing by brainstorming, story mapping, clustering, etc.</li> <li>• Writes a first draft according to plan and stays on topic.</li> <li>• Composes using a variety of forms (e.g., personal narratives, letters, riddles).</li> <li>• Revises and edits with teacher guidance.</li> <li>• Uses a variety of publishing options to share writing (posters, class books, individual books, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct size and shape for letters in daily written work.</li> </ul>

**The student . . . .**

<b>4=Exceeds Standard</b>	consistently and accurately applies complex phonics rules and spelling patterns in written work.	consistently shows exceptional usage of all elements of the writing process.	consistently writes legibly and neatly.
<b>3=Meets Standard</b>	usually applies a variety of phonics rules and spelling patterns in written work.	usually uses all the elements of the writing process.	usually writes legibly and neatly.
<b>2=Approaches Standard</b>	applies some phonics rules and spelling patterns in written work.	sometimes uses the elements of the writing process with teacher guidance.	sometimes writes legibly and neatly.
<b>1=Below Standard</b>	seldom applies phonics rules and spelling patterns in written work.	seldom uses the elements of the writing process, even with teacher guidance.	seldom writes legibly or neatly.

**Effort (personal best)**

<ul style="list-style-type: none"> <li>• Begins to write independently.</li> <li>• Demonstrates an interest in writing experiences.</li> <li>• Shows an interest in improving writing skills.</li> </ul>
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**The student . . .**

<b>4=Exceeds Standard</b>	consistently demonstrates exceptional effort.
<b>3=Meets Standard</b>	usually demonstrates effort.
<b>2=Approaches Standard</b>	sometimes demonstrates effort.
<b>1=Below Standard</b>	seldom demonstrates effort.

**Mathematics Rubric for Report Card (2nd Grade)**

**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard;**

**2 = Approaches Standard – Needs Additional Support and Practice;**

**1 = Below Standard – Area of Concern;**

**NA = Not Assessed at This Time**

<b>Number Sense</b>
<ul style="list-style-type: none"> <li>• Knows addition facts through 20.</li> <li>• Understands, identifies, represents, and compares numbers through 1000.</li> <li>• Uses strategies to solve problems using addition and subtraction with 2-digit numbers.</li> <li>• Writes number sentences for situations representing addition and subtraction.</li> <li>• Identifies the common fractions of 1/2, 1/3, and 1/4.</li> <li>• Makes estimates to determine if a solution is reasonable.</li> <li>• Uses physical models to explore multiplication.</li> <li>• Identifies odd and even numbers.</li> </ul>

<b>Measurement</b>	<b>Geometric Sense</b>
<ul style="list-style-type: none"> <li>• Describes and compares using measures (length, area, volume, time, and money).</li> <li>• Uses standard and non-standard measurement units.</li> <li>• Uses a variety of standard and non-standard measurement tools.</li> <li>• Estimates to predict reasonable measurements.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes two and three-dimensional shapes.</li> <li>• Identifies and constructs lines of symmetry.</li> </ul>
<b>Statistics (Using Data)</b>	<b>Algebraic Sense (Patterns &amp; Relationships)</b>
<ul style="list-style-type: none"> <li>• Collects and organizes data using graphs, tables, and written explanation.</li> <li>• Based on data, makes predictions or draws conclusions.</li> <li>• Determines if an event is likely or unlikely.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes, describes, extends, and creates patterns of numbers and objects.</li> <li>• Solves simple equations at the concrete level.</li> <li>• Uses standard notation to write a simple number sentence with an unknown.</li> </ul>

**The student . . . .**

<b>4=Exceeds Standard</b>	consistently shows a complete and exceptional understanding of number operations, concepts, and procedures using a variety of strategies; consistently computes accurately.
<b>3=Meets Standard</b>	usually shows clear understanding of number operations, concepts, and procedures; usually computes accurately.
<b>2=Approaches Standard</b>	sometimes shows understanding of number operations, concepts, and procedures; sometimes computes accurately.
<b>1=Below Standard</b>	seldom shows understanding of number operations, concepts, and procedures; seldom computes accurately.

**The student . . . .**

consistently shows a complete and exceptional understanding; accurately applies mathematical concepts and properties.
usually shows understanding and applies mathematical concepts and properties.
sometimes shows understanding and applies mathematical concepts and properties.
seldom shows understanding of mathematical concepts, properties, and applications.

**Mathematics Rubric for Report Card (2<sup>nd</sup> Grade)**

**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;  
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

<b>Problem Solving/Reasoning</b>	<b>Communicating Mathematically</b>	<b>Effort</b>
Problem Solving <ul style="list-style-type: none"> <li>• Uses a variety of strategies.</li> <li>• Draws accurate conclusions.</li> </ul> Reasoning <ul style="list-style-type: none"> <li>• Predicts solutions.</li> <li>• Reflects on and evaluates procedures.</li> <li>• Checks for reasonableness of results.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and organizes information.</li> <li>• Expresses mathematical ideas using numbers, pictures, charts, words, or symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Perseveres.</li> <li>• Demonstrates flexibility and a willing to try different approaches.</li> </ul>

**The student . . . . .**

<b>4=Exceeds Standard</b>	consistently demonstrates a thorough understanding of the concepts and process of problem solving, reasoning, and communication, showing exceptional insight and using effective procedures.	consistently demonstrates exceptional effort.
<b>3=Meets Standard</b>	usually demonstrates a clear understanding of the concepts and effective process of problem solving, reasoning, and communication.	usually demonstrates effort.
<b>2=Approaches Standard</b>	sometimes demonstrates an understanding of the concepts and process of problem solving, reasoning, and communication.	sometimes demonstrates effort.
<b>1=Below Standard</b>	seldom demonstrates an understanding of the concepts and process of problem solving, reasoning, and communication.	seldom demonstrates effort.

**Communication Rubric for Report Card (2<sup>nd</sup> Grade)**  
**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;**  
**1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

<b>Uses Listening and Observational Skills to Gain Understanding</b>	<b>Communicates Clearly and Effectively in Presentations</b>	<b>Communicates Clearly and Effectively with Others</b>
<ul style="list-style-type: none"> <li>• Focuses attention.</li> <li>• Asks appropriate questions.</li> <li>• Listens to entire instruction before beginning task.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks with clarity and organization.</li> <li>• Uses projection and expression.</li> <li>• Demonstrates correct posture and eye contact.</li> <li>• Uses appropriate grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate conversation skills that show respect for others' ideas and points of view.</li> <li>• Takes turns listening and speaking.</li> <li>• Works cooperatively within a group.</li> <li>• Demonstrates conflict resolution skills.</li> </ul>

**The student . . . .**

<b>4=Exceeds Standard</b>	consistently focuses attention while others are talking; asks appropriate questions and can paraphrase information given.	consistently presents information that is clear and well organized; projects voice well and uses expression and appropriate grammar; uses good posture and eye contact.	consistently demonstrates appropriate conversation skills and works cooperatively within a group; consistently seeks mutually acceptable solution when conflict arises.
<b>3=Meets Standard</b>	usually focuses attention while others are talking; asks some appropriate questions and is able to give the main idea.	usually presents information that is clear and well organized; projects voice well and uses expression and appropriate grammar; usually uses good posture and eye contact.	usually demonstrates appropriate conversation skills and works cooperatively within a group; often looks for a solution when conflict arises.
<b>2=Approaches Standard</b>	sometimes focuses attention on speaker and on class discussion; sometimes interrupts; asks and answers some questions regarding the given topic.	sometimes presents information that is clear and shows some organization; sometimes projects voice well, speaks with some expression and most grammar is appropriate; sometimes uses good posture, and eye contact.	sometimes uses appropriate conversation skills and sometimes works cooperatively within a group; still needs some teacher guidance to solve problems.
<b>1=Below Standard</b>	seldom focuses attention on speaker; often interrupts and seldom asks or answers questions regarding the given topic.	seldom presents information that is clear or easy to follow; needs to improve volume, expression and grammar; inappropriate posture and/or eye contact.	seldom responsive to others' feelings during conversation; has difficulties working within a group; requires teacher assistance to solve problems.

**Participates in Discussions**

<ul style="list-style-type: none"> <li>• Participates appropriately in conversations and discussions.</li> </ul>
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**The student . . . .**

<b>4=Exceeds Standard</b>	consistently demonstrates significant and appropriate participation.
<b>3=Meets Standard</b>	usually demonstrates appropriate participation.
<b>2=Approaches Standard</b>	sometimes demonstrates appropriate participation.
<b>1=Below Standard</b>	seldom demonstrates appropriate participation.

**Science Rubric for Report Card (2<sup>nd</sup> Grade)**  
**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;**  
**1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

<b>Science Concepts and Principles</b>	<b>Effort (personal best)</b>
<ul style="list-style-type: none"> <li>• Understands concepts and principles.</li> <li>• Begins to apply the scientific method.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates.</li> <li>• Demonstrates an interest in a variety of science topics and explorations.</li> </ul>

**The student . . . .**

<b>4=Exceeds Standard</b>	consistently demonstrates an exceptional understanding of scientific concepts and principles.	consistently demonstrates exceptional effort.
<b>3=Meets Standard</b>	usually demonstrates a clear understanding of scientific concepts and principles.	usually demonstrates effort.
<b>2=Approaches Standard</b>	sometimes demonstrates an understanding of scientific concepts and principles.	sometimes demonstrates effort.
<b>1=Below Standard</b>	seldom demonstrates an understanding of scientific concepts and principles.	seldom demonstrates effort.



**Social Studies Rubric for Report Card (2<sup>nd</sup> Grade)**  
**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;  
 1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

<b>Social Studies Concepts and Skills</b>	<b>Effort (personal best)</b>
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of information presented.</li> <li>• Exhibits an awareness of the relationship between people, environment, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates.</li> <li>• Demonstrates an interest in a variety of social studies topics and activities.</li> </ul>

**The student . . . .**

<b>4=Exceeds Standard</b>	consistently demonstrates exceptional and accurate knowledge of material presented, how events are sequenced, and the relationship between people, environment and culture.	consistently demonstrates exceptional effort.
<b>3=Meets Standard</b>	usually demonstrates accurate knowledge of material presented, how events are sequenced, and the relationship between people, environment and culture.	usually demonstrates effort.
<b>2=Approaches Standard</b>	demonstrates some knowledge of material presented and how some events are sequenced; is sometimes aware of the relationship between people, environment and culture.	sometimes demonstrates effort.
<b>1=Below Standard</b>	seldom demonstrates knowledge of material presented or how events are sequenced; is seldom aware of the relationship between people, environment and culture.	seldom demonstrates effort.

**PE, Music, Art Rubrics for Report Card (2<sup>nd</sup> Grade)**  
**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard; 1 = Below Standard; NA = Not Assessed at This Time**

**Physical Education Rubric**

<b>Effort (personal best)</b>
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The student . . . .

<b>4=Exceeds Standard</b>	consistently stays on task, follows directions and contributes positively.
<b>3=Meets Standard</b>	usually stays on task, follows directions and contributes positively.
<b>2=Approaches Standard</b>	sometimes stays on task, follows directions and contributes positively.
<b>1=Below Standard</b>	seldom stays on task, follows directions or contributes positively.

**Music Rubric**

<b>Concepts and Skills</b>	<b>Effort (personal best)</b>
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The student . . . .

<b>4=Exceeds Standard</b>	consistently and independently demonstrates superior ability in applying music concepts in familiar and unfamiliar music.	consistently stays on task, follows directions and contributes positively.
<b>3=Meets Standard</b>	usually and independently demonstrates understanding of concepts in familiar music.	usually stays on task, follows directions and contributes positively.
<b>2=Approaches Standard</b>	sometimes applies musical concepts in familiar music with some assistance or as a member of a group.	sometimes stays on task, follows directions and contributes positively.
<b>1=Below Standard</b>	seldom demonstrates understanding of musical concepts.	seldom stays on task, follows directions or contributes positively.

**Art Rubric**

<b>Effort (personal best)</b>
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The student . . . .

<b>4=Exceeds Standard</b>	consistently stays on task, follows directions and works cooperatively with teacher and others.
<b>3=Meets Standard</b>	usually stays on task, follows directions and works cooperatively with teacher and others.
<b>2=Approaches Standard</b>	sometimes stays on task, follows directions and works cooperatively with teacher and others.
<b>1=Below Standard</b>	seldom stays on task, follows directions or works cooperatively with teacher and others.

**Social/Learning Skills Rubric for Report Card (2<sup>nd</sup> Grade)**  
**Scale 1-4**

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;**  
**1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

<b>Respects Rights and Feelings of Others</b>	<b>Accepts Responsibility</b>	<b>Follows Class and School Rules</b>
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**The student . . . . .**

<b>4=Exceeds Standard</b>	consistently works to achieve positive relationships with others.	consistently takes responsibility for own learning and behavior.	consistently follows class and school rules.
<b>3=Meets Standard</b>	usually works to achieve positive relationships with others.	usually takes responsibility for own learning and behavior.	usually follows class and school rules.
<b>2=Approaches Standard</b>	sometimes works to achieve positive relationships with others.	sometimes takes responsibility for own learning and behavior.	sometimes follows class and school rules.
<b>1=Below Standard</b>	seldom works to achieve positive relationships with others.	seldom takes responsibility for own learning and behavior.	seldom follows class and school rules.

<b>Cooperates With Others</b>	<b>Uses Time Wisely</b>	<b>Follows Directions</b>
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**The student . . . . .**

<b>4=Exceeds Standard</b>	consistently works cooperatively with others.	consistently works quietly and independently; consistently stays on task.	consistently understands and applies written and oral directions.
<b>3=Meets Standard</b>	usually works cooperatively with others.	usually works quietly and independently; usually stays on task.	usually understands and applies written and oral directions.
<b>2=Approaches Standard</b>	sometimes works cooperatively with others.	sometimes works quietly and independently; sometimes stays on task.	sometimes understands and applies written and oral directions.
<b>1=Below Standard</b>	seldom works cooperatively with others.	seldom works quietly and independently; seldom stays on task.	seldom understands and applies written and oral directions.

<b>Demonstrates Organizational Skills</b>	<b>Exhibits Positive Attitude</b>	<b>Completes Assignments on Time</b>
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**The student . . . . .**

<b>4=Exceeds Standard</b>	consistently has materials ready and organized; consistently has a neat and orderly workspace.	consistently demonstrates a positive attitude towards learning.	consistently completes assignments and meets deadlines.
<b>3=Meets Standard</b>	usually has materials ready and organized; usually has a neat and orderly workspace.	usually demonstrates a positive attitude towards learning.	usually completes assignments on time.
<b>2=Approaches Standard</b>	sometimes has materials ready and organized; sometimes has a neat and orderly workspace.	sometimes demonstrates a positive attitude towards learning.	sometimes completes assignments.
<b>1=Below Standard</b>	seldom has materials ready and organized; seldom has a neat and orderly workspace.	seldom demonstrates a positive attitude towards learning.	seldom completes assignments.