Grade 2 Math Performance Rubric

Math Content Areas

Operations and Algebraic Thinking

Numbers and Operations in Base Ten

Measurement and Data

Geometry

Operations and Algebraic Thinking
Solves addition facts (2.OA.2)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** •Fluently adds using mental strategies to 20 (2.OA.2)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: •**Generalizes** patterns in mental addition and applies those patterns to add mentally beyond sums of 20.

Operations and Algebraic Thinking
Solves subtraction facts to 20 (2.OA.2)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** •Fluently subtracts using mental strategies to 20 (2.OA.2)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: •**Generalizes** patterns in mental subtraction and applies those patterns to subtract mentally beyond 20.

Operations and Algebraic Thinking
Applies strategies to solve word problems **(2.OA.1 & 2.MD.5)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Solves one- and two-step word problems **within 20**, involving situations of: • Adding to • Taking from • Putting together • Taking apart • Comparing With unknowns in all positions (2.OA.1) • Uses drawings and equations with a symbol for the unknown to represent the problem (2.OA.1)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Creates** their own real world scenarios (word problems) and represents them using equations.
2			**The student will independently and consistently:** • Solves one- and two-step word problems **within 100**, involving situations of: • Adding to • Taking from • Putting together • Taking apart • Comparing With unknowns in all positions (2.OA.1) • Uses drawings and equations with a symbol for the unknown to represent the problem (2.OA.1)	
3			**The student will independently and consistently:** • Solves word problems **within 100**, involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2.MD.5)	

Operations and Algebraic Thinking
Determines and explains if a number is odd or even **(2.OA.3)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Pairs and counts objects to determine odd or even numbers • Writes equations to express an even number as a sum of two equal addends	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Creates**

Operations and Algebraic Thinking
Makes connections between arrays and repeated addition sentences **(2.OA.4)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** •Finds the total number of objects in rectangular arrays with up to 5 rows and 5 columns •Writes equations to express the total as a sum of equal addends	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: •**Creates**

Numbers and Operations in Base Ten
Applies concepts of place value to represent 2-digit and 3-digit numbers (2.NBT.1 & 2.NBT.3)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Shows that 10 tens can be grouped to make a 100 (2.NBT.2a) • Shows a multiple of one hundred as a number of hundreds, zero tens and zero ones (2.NBT.2b) • Reads and writes numbers to 1000 using base-ten numerals (2.NBT.3) • Reads and writes numbers to 1000 using number names (2.NBT.3) • Reads and writes numbers to 1000 using expanded form (2.NBT.3)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Investigates and Builds** their own understanding of patterns and place value to explain how to represent numbers into the thousands and beyond.

Numbers and Operations in Base Ten
Skip counts by 5s, 10s, and 100s within 1,000 **(2.NBT.2)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Count within 100 • Skip count within 100 by 5s • Skip count within 100 by 10s	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.**
2 **3**			**The student will independently and consistently:** • Count within 1000 • Skip count within 1000 by 5s • Skip count within 1000 by 10s • Skip count within 1000 by 100s	For example: • **Investigates and Builds** their own understanding of patterns and place value to explain how to count and skip count into the thousands and beyond.

Numbers and Operations in Base Ten
Compares 3-digit numbers based on place value **(2.NBT.4)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Compare two three-digit numbers based on place value and explain the comparison • Use <, >, and = to record comparisons	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Investigates and Assembles** a list of occupations in which comparing and/or ordering large numbers is crucial to the occupation. (self-driven)

Numbers and Operations in Base Ten
Applies strategies to add within 1,000 (**2.NBT.5; 2.NBT.6; 2.NBT.7; 2.NBT.8; 2.NBT.9; 2.MD.6**)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Mentally adds 10 or 100 to a given number 100-900 (2.NBT.8) • Fluently adds within 100 using strategies based on place value (2.NBT.5) • Adds up to four 2-digit numbers using strategies based on place value (2.NBT.6) • Adds within 1000 using concrete models or drawings and strategies based on place value (2.NBT.7) • Relates the strategy to a written method (2.NBT.7) • Demonstrates the use of place value when adding 3-digit numbers (2.NBT.7) • Mentally adds 10 or 100 to a given number 100-900 (2.NBT.8) • Explains why addition strategies work using place value (2.NBT.9) • Represents whole numbers as lengths from 0 on a number line with equally spaced points (2.MD.6) • Represents whole-number sums within	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Constructs** an argument how two addition strategies relate. Provides examples to **justify** their claim.

Numbers and Operations in Base Ten
Applies strategies to subtract within 1,000 **(2.NBT.5; 2.NBT.7; 2.NBT.8; 2.NBT.9; 2.MD.6)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Mentally subtracts 10 or 100 to a given number 100-900 (2.NBT.8) • Fluently subtracts within 100 using strategies based on place value (2.NBT.5) • Subtracts within 1000 using concrete models or drawings and strategies based on place value (2.NBT.7) • Relates the strategy to a written method (2.NBT.7) • Demonstrates the use of place value when subtracting 3-digit numbers (2.NBT.7) • Mentally subtracts 10 or 100 to a given number 100-900 (2.NBT.8) • Explains why subtraction strategies work using place value (2.NBT.9) • Represents whole numbers as lengths from 0 on a number line with equally spaced points (2.MD.6) • Represents whole-number differences within 100 on a number line (2.MD.6)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Constructs** an argument how two subtraction strategies relate. Provides examples to **justify** their claim.

Measurement and Data
Measures and estimates the length of an object appropriately (2.MD.1; 2.MD.3; 2.MD.9)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Measures the length of an object using appropriate tools using units of inches, feet, centimeters and meters (2.MD.1) • Estimates lengths using units of inches, feet, centimeters and meters (2.MD.3) • Measures the lengths of objects to the nearest whole-unit and displays it on a line plot (2.MD.9)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Creates**

Measurement and Data
Compares the lengths of two objects using the same units of measurement **(2.MD.4)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Measure two objects and determine how much longer one object is than the other	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Creates**

Measurement and Data
Compares different units of measure when measuring an object's length **(2.MD.2)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Measures an object using two different units • Describe how the two units of measure relate in size (2.MD.2)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Investigates** different systems of measurement and generates comparisons between the two systems (metric and customary)

Measurement and Data
Tells and writes time from an analog clock to the nearest 5 minutes using A.M. and P.M. **(2.MD.7)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Tells time to the nearest 5-minutes using digital clocks and analog clocks • Writes time to nearest 5-minutes using digital clocks and analog clocks • Uses A.M. & P.M. correctly	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: •**Creates**

Measurement and Data
Counts dollar bills, quarters, dimes, nickels, and/or pennies to solve word problems **(2.MD.8)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** •Recognizes the value of dollar bills, quarters, dimes, nickels, and pennies •Uses $ and cents symbols correctly •Solves word problems involving money (for example: If you have 2 dimes and 3 pennies, how many cents do you have?)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: •**Investigates** money systems in other countries.

Measurement and Data
Organizes, represents, and interprets data using pictographs, bar graphs, and line plots (**2.MD.9 & 2.MD.10**)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Measures the lengths of objects to the nearest whole-unit and displays it on a line plot (2.MD.9) • Draw a picture graph to represent data (with single-unit scales) to represent the data (up to four categories) (2.MD.10) • Draw a bar graph to represent data (with single-unit scales) to represent the data (up to four categories) (2.MD.10) • Solve simple put-together, take-apart and compare problems using information presented in graphs (2.MD.10)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Creates**

Geometry
Recognizes and draws shapes with specified attributes (2.G.1)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2				
3	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Recognizes shapes having specific attributes, such as a given number of angles or a given number of equal faces (2.G.1) • Recognizes shapes having specific attributes, such as a given number of angles or a given number of equal faces (2.G.1) • Identifies triangles, quadrilaterals, pentagons, hexagons and cubes (2.G.1)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Creates**

Geometry
Partitions shapes into equal parts and describes them using the words "halves, thirds, fourths," etc. **(2.G.2 & 2.G.3)**

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 **3**	**With significant teacher support, limited progress or is unable** to perform at a Progressing or Meets level.	**The student will have partial success** at a Meets level **independently**. OR **With teacher prompting and support** the student will have success at a Meets level.	**The student will independently and consistently:** • Partitions a rectangle into rows and columns of same-size squares (2.G.2) • Counts to find the total number of them. (2.G.2) • Partitions circles and rectangles into two, three, or four equal shares (2.G.3) • Describes the shares using words halves, thirds, half of, a third of, etc. (2.G.3) • Describes the whole as tow halves, three thirds, and four fourths (2.G.3) • Recognizes that equal shares of identical whole need not have the same shape (2.G.3)	**Independently and consistently** able to demonstrate all criteria for a "Meets" AND **extends cognitively beyond.** For example: • **Creates**