

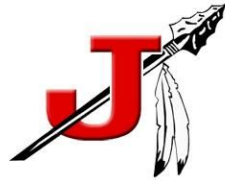
# **JACKSON R-II SCHOOL DISTRICT**

## **Second Grade Standards-Based Report Card Rubrics**



**2017-2018**

# JACKSON R-II SCHOOL DISTRICT



## SECOND GRADE STANDARDS-BASED REPORT CARD RUBRICS

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## Second Grade English Language Arts

### READING: FOUNDATIONAL SKILLS

Recognizes and reads grade-appropriate words. (2.RF.3.A.i) <b>Quarter 1-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<b>NO EXCEEDING</b>	<b>1<sup>ST</sup> QUARTER:</b> Recognizes and reads 19 or more grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>	<b>1<sup>ST</sup> QUARTER:</b> Recognizes and reads 11-18 grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>	<b>1<sup>ST</sup> QUARTER:</b> Recognizes and reads less than 11 grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>
	<b>2<sup>ND</sup> QUARTER:</b> Recognizes and reads 43 or more grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>	<b>2<sup>ND</sup> QUARTER:</b> Recognizes and reads 25-42 grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>	<b>2<sup>ND</sup> QUARTER:</b> Recognizes and reads less than 25 grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>
	<b>3<sup>RD</sup> QUARTER:</b> Recognizes and reads 66 or more grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>	<b>3<sup>RD</sup> QUARTER:</b> Recognizes and reads 39-65 grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>	<b>3<sup>RD</sup> QUARTER:</b> Recognizes and reads less than 39 grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>
	<b>4<sup>TH</sup> QUARTER:</b> Recognizes and reads 82 or more grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>  <u>District Assessment Note:</u> Teachers should mark NA for this item at each mid-quarter.  <u>District Assessment Note:</u> Students should be assessed using the Jackson R2 second grade list of high-frequency/word wall words.	<b>4<sup>TH</sup> QUARTER:</b> Recognizes and reads 47-81 grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>  <u>District Assessment Note:</u> Teachers should mark NA for this item at each mid-quarter.  <u>District Assessment Note:</u> Students should be assessed using the Jackson R2 second grade list of high-frequency/word wall words.	<b>4<sup>TH</sup> QUARTER:</b> Recognizes and reads less than 47 grade-appropriate irregularly and regularly spelled words. <b>2.RF.3.A.i</b>  <u>District Assessment Note:</u> Teachers should mark NA for this item at each mid-quarter.  <u>District Assessment Note:</u> Students should be assessed using the Jackson R2 second grade list of high-frequency/word wall words.



READING: COMPREHENSION

Makes basic inferences about character(s), setting, problem, and solution. (2.R.1.A.b,c; 2.R.2.A.a-b) <b>Quarter 1-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Justifies inferences using text-based details.</p> <p><i>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade three.</i></p>	<p>Makes basic inferences about character(s), setting, problem, and solution.                      2.R.1.A.b,c; 2.R.2.A.a-b</p> <p><i>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade two.</i></p> <div style="border: 1px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Essential vocabulary:</b>                          character traits                          plot</p> </div>	<p>Makes <b>SOME</b> basic inferences about character(s), setting, problem, and solution.                      2.R.1.A.b,c; 2.R.2.A.a-b</p> <p><i>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade two.</i></p>	<p>Attempts to identify character(s), setting, problem, and solution.                      2.R.1.A.b,c; 2.R.2.A.a-b</p> <p><i>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade two.</i></p>

READING: COMPREHENSION

Summarizes main ideas and details. (2.R.1.A.b,d) <b>Quarter 2-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Identify the big idea/theme and supporting details.                      3.R.2.A.d</p> <p><i>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade three</i></p>	<p>Summarizes main ideas and relevant details.  <b>AND</b>                      Identifies lessons learned in stories.                      2.R.1.A.b,d</p> <p><i>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade two.</i></p>	<p>Summarizes <b>SOME</b> main ideas and relevant details.                      2.R.1.A.b,d</p> <p><i>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade two.</i></p>	<p>Attempts to summarize main ideas and important details.                      2.R.1.A.b,d</p> <p><i>This standard should be assessed using grade-level <u>fiction</u> reading text of appropriate complexity for grade two.</i></p>

**READING: COMPREHENSION**

Uses details in text to compare and contrast. (2.R.3.A.b; 2.R.3.B.b; 2.R.3.C.e) <b>Quarter 3-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Compares and contrasts the most important points presented by two texts on the same topic. <b>3.R.3.C.e</b></p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade <u>three</u>.</i></p>	<p>Compares and contrasts the most important points presented by two texts on the same topic. <b>2.R.3.A.b; 2.R.3.B.b; 2.R.3.C.e</b></p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade <u>two</u>.</i></p>	<p>Compares and contrasts <b>SOME</b> of the most important points presented by two texts on the same topic. <b>2.R.3.A.b; 2.R.3.B.b; 2.R.3.C.e</b></p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade <u>two</u>.</i></p>	<p>Attempts to compare and contrast the most important points presented by two texts on the same topic. <b>2.R.3.A.b; 2.R.3.B.b; 2.R.3.C.e</b></p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade <u>two</u>.</i></p>

**READING: VOCABULARY**

Finds the meaning of unknown words using vocabulary skills and strategies. (2.R.1.B.a-d; 2.R.3.A.b; 2.R.3.B.b) <b>Quarter 4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

<p><b>DEMONSTRATES MEETING AND</b></p> <p>Uses context clues and root words to infer meaning of text. <b>3.R.1.B.a-b,e</b></p> <p><i>This standard should be assessed using grade-level nonfiction reading text of appropriate complexity for <u>grade three</u>.</i></p>	<p>Uses context clues, similar words, word chunks, compound words, and root words to infer meaning of text. <b>2.R.1.B.a-d; 2.R.3.A.b; 2.R.3.B.b</b></p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for <u>grade two</u>.</i></p> <div data-bbox="519 613 901 837" style="border: 1px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> <li>• root word/base word</li> <li>• prefix                                      suffix</li> <li>• word family      word chunk</li> <li>• synonym                                  antonym</li> <li>• homophone</li> </ul> </div>	<p>Uses <u>SOME</u> context clues, similar words, word chunks, and root words to infer meaning of text. <b>2.R.1.B.a-d; 2.R.3.A.b; 2.R.3.B.b</b></p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for <u>grade two</u>.</i></p>	<p>Attempts to use context clues to infer meaning. <b>2.R.1.B.a-d; 2.R.3.A.b; 2.R.3.B.b</b></p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for <u>grade two</u>.</i></p>
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### WRITING

Uses correct capitalization, punctuation, spelling, and grammar in daily work. (2.L.1.A.f; 1.L.1.B.b; 2.L.1.B.a,d-f)  
**Quarter 3**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>3<sup>rd</sup> QUARTER: <b>NO EXCEEDING</b></p>	<p>3<sup>rd</sup> QUARTER:</p> <ul style="list-style-type: none"> <li>✓ Capitalizes names of people, days of the week, months, holidays, and beginning words of sentences. <b>2.L.1.B.d</b></li> <li>✓ Punctuates end of sentences. <b>1.L.1.B.b</b></li> <li>✓ Applies the rules of common spelling patterns and correctly spells high-frequency words. <b>2.L.1.B.f</b></li> </ul> <p><b>District Assessment Note:</b></p>	<p>3<sup>rd</sup> QUARTER:</p> <p>Demonstrates <u>SOME</u> of the following:</p> <ul style="list-style-type: none"> <li>✓ Capitalizes names of people, days of the week, months, holidays, and beginning words of sentences. <b>2.L.1.B.d</b></li> <li>✓ Punctuates end of sentences. <b>1.L.1.B.b</b></li> <li>✓ Applies the rules of common spelling patterns and correctly spells high-frequency words. <b>2.L.1.B.f</b></li> </ul>	<p>3<sup>rd</sup> QUARTER:</p> <p>Attempts the following:</p> <ul style="list-style-type: none"> <li>✓ Capitalizes names of people, days of the week, months, holidays, and beginning words of sentences. <b>2.L.1.B.d</b></li> <li>✓ Punctuates end of sentences. <b>1.L.1.B.b</b></li> <li>✓ Applies the rules of common spelling patterns and correctly spells high-frequency words. <b>2.L.1.B.f</b></li> </ul>

	<p>This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</p> <p>Teachers should mark NA for this item at mid-quarter.</p>		
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## WRITING

Uses correct capitalization, punctuation, spelling, and grammar in daily work. (2.L.1.A.f; 1.L.1.B.b,d; 2.L.1.B.a,d-f) **Quarter 4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>4<sup>th</sup> QUARTER:</p> <p><b>DEMONSTRATES MEETING AND</b></p> <ul style="list-style-type: none"> <li>✓ Capitalizes names of places <b>3.L.1.B.f</b></li> <li>✓ Uses comma for greeting and closing of friendly letter <b>3.L.1.B.e</b></li> </ul>	<p>4<sup>th</sup> QUARTER:</p> <ul style="list-style-type: none"> <li>✓ Capitalizes names of people, days of the week, months, beginning words of sentences, holidays, and titles of people. <b>2.L.1.B.d-e</b></li> <li>✓ Punctuates end of sentences. <b>1.L.1.B.b</b></li> <li>✓ Uses commas to separate single words in a series. <b>1.L.1.B.d</b></li> <li>✓ Applies the rules of common spelling patterns and correctly spells high-frequency words. <b>2.L.1.B.f</b></li> </ul> <p><b>District Assessment Note:</b>  <b>This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</b></p> <p><b>Teachers should mark NA for this item at mid-quarter.</b></p>	<p>4<sup>th</sup> QUARTER:</p> <p>Demonstrates <u>SOME</u> of the following:</p> <ul style="list-style-type: none"> <li>✓ Capitalizes names of people, days of the week, months, beginning words of sentences, holidays, and titles of people. <b>2.L.1.B.d-e</b></li> <li>✓ Punctuates end of sentences. <b>1.L.1.B.b</b></li> <li>✓ Uses commas to separate single words in a series. <b>1.L.1.B.d</b></li> <li>✓ Applies the rules of common spelling patterns and correctly spells high-frequency words. <b>2.L.1.B.f</b></li> </ul>	<p>4<sup>th</sup> QUARTER:</p> <p>Attempts the following:</p> <ul style="list-style-type: none"> <li>✓ Capitalizes names of people, days of the week, months, beginning words of sentences, holidays, and titles of people. <b>2.L.1.B.d-e</b></li> <li>✓ Punctuates end of sentences. <b>1.L.1.B.b</b></li> <li>✓ Uses commas to separate single words in a series. <b>1.L.1.B.d</b></li> <li>✓ Applies the rules of common spelling patterns and correctly spells high-frequency words. <b>2.L.1.B.f</b></li> </ul>

WRITING

Writes a variety of texts. (2.W.1.A.a; 2.W.1.B.a-b; 2.W.1.C.a-b; 2.W.1.D.a-b; 2.W.2.A.a-e; 2.W.2.B.a-e; 2.W.2.C.a-f; 2.W.3.A.a-f; 2.L.1.A.h) <b>Quarter 3-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <ul style="list-style-type: none"> <li>Has a strong beginning, middle, and end <u>and</u> follows a logical order</li> <li>Contains a clear <u>main idea</u></li> <li>Contains strong supporting details/examples related to <u>main idea</u></li> <li>Contains many strong words (adjectives, verbs, adverbs) that attempt to paint a picture in the reader's mind</li> </ul>	<ul style="list-style-type: none"> <li>Has a beginning, middle, and end <u>and</u> follows a logical order</li> <li>Contains a <u>main idea</u></li> <li>Contains supporting details/examples related to <u>main idea</u></li> <li>Contains some strong words (adjectives, verbs, adverbs) that attempt to paint a picture in the reader's mind</li> <li>Uses simple sentences</li> </ul> <p><b>District Assessment Note:</b>  <b>This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</b></p> <p>Teachers should mark NA for this item at mid-quarter.</p>	<ul style="list-style-type: none"> <li>Has a beginning, middle, and end <u>or</u> follows a logical order</li> <li>Focuses on a <u>topic</u></li> <li>Contains supporting details/examples related to <u>topic</u></li> <li>Contains some strong words that attempt to paint a picture in the reader's mind</li> <li>Uses complete sentences</li> </ul>	<p><u>Attempts the following:</u></p> <ul style="list-style-type: none"> <li>Has a beginning, middle, and end <u>or</u> follows a logical order</li> <li>Focuses on a <u>topic</u></li> <li>Contains supporting details/examples related to <u>topic</u></li> <li>Contains some strong words that attempt to paint a picture in the reader's mind</li> <li>Uses complete sentences</li> </ul>

## Second Grade Mathematics

## RELATIONSHIPS AND ALGEBRAIC THINKING

Represents and solves problems using addition and subtraction within 20. (2.NBT.C.11, 2.RA.A.1) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<b>NO EXCEEDING</b>	<p>Fluently adds and subtracts within 20. <b>2.RA.A.1</b></p> <p>Uses addition and subtraction within 100 to solve one- and two-step word problems. <b>2.NBT.C.11</b></p> <div style="border: 1px solid red; padding: 5px;"> <p><i>Essential vocabulary:</i></p> <ul style="list-style-type: none"> <li>• doubles    doubles +1</li> <li>• sum</li> <li>• difference    =, +, -</li> <li>• add</li> <li>• subtract    combine</li> <li>• turn-around facts</li> <li>• number line    hundreds grid</li> <li>• fast 9s</li> <li>• fact families</li> </ul> </div>	<p>Represents and solves <u>SOME</u> problems using addition and subtraction within 20. <b>2.NBT.C.11, 2.RA.A.1</b></p>	<p>Attempts to represent and solve problems using addition and subtraction within 20. <b>2.NBT.C.11, 2.RA.A.1</b></p>

## NUMBER SENSE

Reads, writes, and identifies whole numbers up to 1,000. (2.NBT.A.1-2; 2.NBT.A.4) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Reads, writes, and identifies whole numbers up to 10,000, including word name, standard form, and expanded form.</p>	<p>Reads, writes, and identifies whole numbers up to 1,000, including word name, standard form, and expanded form.</p> <p>Knows the value of digits within numbers. <b>2.NBT.C.11, 2.RA.A.1</b></p>	<p>Reads, writes, and identifies <u>SOME</u> whole numbers up to 1,000, including word name, standard form, and expanded form.</p> <p>Knows the value of <u>SOME</u> digits within numbers. <b>2.NBT.C.11, 2.RA.A.1</b></p>	<p>Attempts to read, write, and identify whole numbers up to 1,000. <b>2.NBT.C.11, 2.RA.A.1</b></p>

	<p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> <li>● place value number line</li> <li>● numeral digit</li> <li>● expanded form</li> <li>● written form</li> <li>● standard form/number form</li> <li>● landmark numbers: numbers that provide a foundation for extending number sense concepts (ex: includes sums of tens, getting to the next ten, or counting by 5s)</li> </ul>		
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**NUMBER AND OPERATIONS IN BASE TEN**

Solves and explains 2-digit addition problems. (2.NBT.C.11; 2.NBT.B.6; 2.NBT.B.7) <b>Quarter 2-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<b>NO EXCEEDING</b>	<p>Writes and solves problems involving addition and subtraction within 100. <b>2.NBT.C.11</b></p> <p>Adds up to four two-digit numbers. <b>2.NBT.B.7</b></p> <p>Demonstrates fluency with addition and subtraction within 100. <b>2.NBT.B.6</b></p> <p><b>Students should understand addition as “putting together” and “adding to.”</b></p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Writes and solves problems involving addition and subtraction within 100. <b>2.NBT.C.11</b></p> <p>Adds up to four two-digit numbers. <b>2.NBT.B.7</b></p> <p>Demonstrates fluency with addition and subtraction within 100. <b>2.NBT.B.6</b></p>	<p>Attempts to solve and explain 2-digit addition problems. <b>2.NBT.C.11; 2.NBT.B.6; 2.NBT.B.7</b></p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> <li>● carry</li> <li>● regroup</li> <li>● sum</li> <li>● combine</li> <li>● explain</li> <li>● explanation</li> <li>● number sentence</li> </ul> </div>

**NUMBER AND OPERATIONS IN BASE TEN**

Solves and explains 2-digit subtraction problems. (2.NBT.C.11, 2.NBT.B.6) <b>Quarter 2-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

<p><b>NO EXCEEDING</b></p>	<p>Writes and solves problems involving addition and subtraction within 100. <b>2.NBT.C.11</b></p> <p>Demonstrates fluency with addition and subtraction within 100. <b>2.NBT.B.6</b></p> <p><b>Students should understand subtraction as “taking apart” and “taking from.”</b></p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Writes and solves problems involving addition and subtraction within 100. <b>2.NBT.C.11</b></p> <p>Demonstrates fluency with addition and subtraction within 100. <b>2.NBT.B.6</b></p>	<p>Attempts to solve and explain 2-digit subtraction problems. <b>2.NBT.C.11, 2.NBT.B.6</b></p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> <li>• regroup</li> <li>• borrow</li> <li>• break apart</li> <li>• difference</li> <li>• fewer</li> <li>• explain</li> <li>• explanation</li> </ul> </div>
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**NUMBER AND OPERATIONS IN BASE TEN**

Solves and explains multi-digit addition and subtraction problems. (2.NBT.B.8, 2.NBT.B.9) <b>Quarter 3-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Fluently adds and subtracts beyond 1000.</p>	<p>Explains addition and subtraction within 1000 using models, drawings, strategies based on place value, and properties of operations. <b>2.NBT.B.8, 2.NBT.B.9</b></p> <p><b>Students should understand addition as “putting together” and “adding to.” Students should understand subtraction as “taking apart” and “taking from.”</b></p>	<p>Explains <u>SOME</u> addition and subtraction within 1000 using models, drawings, strategies based on place value, and properties of operations. <b>2.NBT.B.8, 2.NBT.B.9</b></p>	<p>Attempts to add and subtract within 1000. <b>2.NBT.B.8, 2.NBT.B.9</b></p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> <li>• carry</li> <li>• regroup</li> <li>• sum</li> <li>• combine</li> <li>• explain</li> <li>• explanation</li> <li>• borrow</li> <li>• difference</li> </ul> </div>

**GEOMETRY AND MEASUREMENT**

Recognizes, describes, and divides shapes. (2.GM.A.1,3) <b>Quarter 4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING</b></p>	<p>Recognizes shapes having specified attributes, such as</p>	<p>Recognizes <u>SOME</u> shapes having specified attributes,</p>	<p>Attempts to recognize,</p>

<p><b>AND</b> Divides squares, regular hexagons, and equilateral triangles into two, three, and four equal shares.</p> <p><b>AND</b> Write symbol (<math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{3}</math>, etc.) for the given fraction. <b>Part of 3.NF.A.2</b></p>	<p>a given number of angles or sides. <b>2.GM.A.1</b></p> <p>Divides and describes circles and rectangles into two, <u>three</u>, and four equal shares (with and without the same shape). <b>2.GM.A.3</b> <i>2-d shapes may include quadrilaterals (rectangle, square, rhombus, trapezoid, and parallelogram), pentagons, hexagons, triangles,</i></p> <p><i>3-d shapes may include cubes, spheres, prisms, cones, cylinders.</i></p>	<p>such as a given number of angles or number of equal faces. <b>2.GM.A.1</b></p> <p>Divides and describes <u>SOME</u> circles and rectangles into two, <u>three</u>, and four equal shares (with and without the same shape). <b>2.GM.A.3</b></p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><b>Essential vocabulary:</b></p> <ul style="list-style-type: none"> <li>• side/edge face base</li> <li>• angle/corner/vertex</li> <li>• attribute halves/half of</li> <li>• thirds/third of</li> <li>• fourths/fourth of / quarters/quarter of</li> </ul> </div>	<p>describe, and divide shapes. <b>2.GM.A.1,3</b></p>
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**GEOMETRY AND MEASUREMENT**

Tells and writes time to the nearest five minutes. (2.GM.D.10-11) **Quarter 3-4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Tells and writes time from analog and digital clocks to the minute, using a.m. and p.m. <b>3.GM.B.4</b></p>	<p>Tells and writes time from analog and digital clocks to the nearest quarter hour and five minutes, using a.m. and p.m. <b>2.GM.D.10-11</b></p>	<p>Tells and writes time from analog and digital clocks to the nearest hour and half hour. <b>1.GM.C.8</b></p>	<p>Attempts to tell time, using analog and digital clocks. <b>1.GM.C.8</b></p>

**GEOMETRY AND MEASUREMENT**

Counts money. (2.GM.D.12-13) **Quarter 4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Solves <u>multi-step</u> word problems involving dollar bills, quarters, dimes, nickels, and pennies.</p>	<p>Finds the value of a combination of dollar bills, quarters, dimes, nickels, and pennies. <b>2.GM.D.12</b></p> <p>Finds combinations of coins that equal a given amount. <b>2.GM.D.13</b></p> <p><b>Students should use \$ and ¢ symbols appropriately.</b></p>	<p>Counts coin combinations up to \$1.00. <b>Part of 2.GM.D.12</b></p>	<p>Attempts to count coin combinations up to \$1.00. <b>Part of 2.GM.D.12</b></p>

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## GEOMETRY AND MEASUREMENT

Estimates, measures, and compares length. (2.GM.B.4,6-8) <b>Quarter 4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Uses ruler to measure to the nearest half (<math>\frac{1}{2}</math>) inch and quarter (<math>\frac{1}{4}</math>) inch. <b>Part of 3.GM.B.7</b></p>	<p>Estimates lengths using units of inches, feet, centimeters, and meters. <b>2.GM.B.6</b></p> <p>Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <b>2.GM.B.4</b></p> <p>Measures to determine how much longer one object is than another, using standard units of length. <b>2.GM.B.7</b></p> <p>Solves word problems involving length. <b>2.GM.C.8</b></p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Estimates lengths using units of inches, feet, centimeters, and meters. <b>2.GM.B.6</b></p> <p>Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <b>2.GM.B.4</b></p> <p>Measures to determine how much longer one object is than another, using standard units of length. <b>2.GM.B.7</b></p> <p>Solves word problems involving length. <b>2.GM.C.8</b></p>	<p>Attempts to estimate, measure, and compare length. <b>2.GM.B.4,6-8</b></p>

## Second Grade Science

### PHYSICAL SCIENCE

Classifies and analyzes materials based upon their observable physical properties. (2.PS1.A.1, 2.PS1.A.2) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<b>DEMONSTRATES MEETING AND</b> Explains changes in the states of matter (solid, liquid, gas). <b>3.PS1.A.1</b>	Classifies and analyzes materials based upon their observable physical properties. <b>2.PS1.A.1, 2.PS1.A.2</b>	Classifies and analyzes <u>SOME</u> materials based upon their observable physical properties. <b>2.PS1.A.1, 2.PS1.A.2</b>	Attempts to classify and analyze materials based upon their observable physical properties. <b>2.PS1.A.1, 2.PS1.A.2</b>

### EARTH SCIENCE

Explains changes in the Earth's surface. (2.ESS1.C, 2.ESS2.A) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Explains patterns in rock formations and fossils over time. <b>Part of 4.ESS1.C.1</b>	Explains changes in the Earth's surface. <b>2.ESS1.C, 2.ESS2.A</b>	Explains <u>SOME</u> changes in the Earth's surface. <b>2.ESS1.C, 2.ESS2.A</b>	Attempts to explain changes in the Earth's surface. <b>2.ESS1.C, 2.ESS2.A</b>



## LIFE SCIENCE

Explains how the environment affects the growth of plants. (2. LS2.A.1, 2.LS2.A.2) <b>Quarter 2-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Explains how changes in habitat affect plants and animals. <b>Part of 3.LS3.D.1</b></p>	<p>Explains how the environment affects the growth of plants. <b>2. LS2.A.1, 2.LS2.A.2</b></p>	<p>Explains <u>SOME</u> ways the environment affects the growth of plants. <b>2. LS2.A.1, 2.LS2.A.2</b></p>	<p>Attempts to explain how the environment affects the growth of plants. <b>2. LS2.A.1, 2.LS2.A.2</b></p>

## ENGINEERING DESIGN

Explains scientific tools and the scientific method. (2. ETS1.A) <b>Quarter 4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>NO EXCEEDING</b></p>	<p>Explains scientific tools and the scientific method. <b>2.ETS1.A</b></p>	<p>Explains <u>SOME</u> scientific tools and <u>SOME</u> aspects of the scientific method. <b>2.ETS1.A</b></p>	<p>Attempts to explain scientific tools and the scientific method. <b>2.ETS1.A</b></p>

## Second Grade Social Studies

## CONSTITUTIONAL DEMOCRACY

Describes the rights of US citizens and the responsibilities of different levels of government. (2.PC.1.B, 2.PC.1.D.a, 2.GS.2.C, 2.GS.2.D) <b>Quarter 1-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Identifies and explains the three branches of state government in Missouri. <b>3rd grade 3.GS.D</b></p>	<p>Describes the rights and responsibilities of US citizens. <b>2.PC.1.B, 2.PC.1.D.a</b></p> <p>Explains the responsibilities of government officials at different levels and branches of the government. <b>2.GS.2.C, 2.GS.2.D</b></p>	<p>Describes <u>SOME</u> of the rights and responsibilities of US citizens. <b>2.PC.1.B, 2.PC.1.D.a</b></p> <p>Explains <u>SOME</u> of the responsibilities of government officials at different levels and branches of the government. <b>2.GS.2.C, 2.GS.2.D</b></p>	<p>Attempts to describe the rights of US citizens and the responsibilities of different levels of government. <b>2.PC.1.B, 2.PC.1.D.a, 2.GS.2.C, 2.GS.2.D</b></p>

## GEOGRAPHY

Identifies and locates the world's continents and oceans. (2.EG.5.B.a) <b>Quarter 3-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b> Locates and identifies the states bordering Missouri on a map. <b>Part of 3<sup>rd</sup> grade</b> <b>3.EG.5.B.a</b></p>	<p>Identifies and locates the world's 7 continents and 4 oceans. <b>2.EG.5.B.a</b> <b>DOK:1</b> <b>Process</b> <b>Standard(s):1.4,1.5,1.6</b></p>	<p>Identifies and locates <u>at least half</u> of the world's continents and oceans. <b>2.EG.5.B.a</b></p>	<p>Identifies and locates <u>less than half</u> of the world's continents and oceans. <b>2.EG.5.B.a</b></p> <div style="border: 1px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;"><b>Essential Vocabulary:</b> border globe</p> </div>

## GEOGRAPHY

Identifies and describes landforms and bodies of water. (2.EG.5.C.a) <b>Quarter 3-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b> Compares and contrasts different landforms and bodies of water.</p>	<p>Identifies and describes landforms and bodies of water. <b>2.EG.5.C.a</b></p> <p><b>District Assessment</b> <b>Note:</b> <b>Landforms include:</b></p> <ul style="list-style-type: none"> <li>● mountains</li> <li>● plains</li> <li>● valleys</li> <li>● islands</li> <li>● peninsulas</li> <li>● hills</li> </ul> <p><b>Bodies of Water include:</b></p> <ul style="list-style-type: none"> <li>● oceans</li> <li>● lakes</li> <li>● rivers</li> </ul>	<p>Identifies and describes <u>SOME</u> of the landforms and bodies of water. <b>2.EG.5.C.a</b></p>	<p>Attempts to identify and describe landforms and bodies of water. <b>2.EG.5.C.a</b></p>

## ECONOMICS

Explains how people obtain goods and services. (2.E.4.A.a-c) <b>Quarter 2-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Explains supply and demand.</p> <p>3rd grade 3.E.4.A.3.d</p>	<p>Identifies and explains how people barter or pay money for goods and services.</p> <p>2.E.4.A.a-c</p>	<p>Identifies and explains <u>SOME</u> ways people barter or pay money for goods and services.</p> <p>2.E.4.A.a-c</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p><u>Essential vocabulary:</u></p> <p>producer consumer goods/services income barter</p> </div>	<p>Demonstrates limited understanding of goods and services. 2.E.4.A.a-c</p>

## Second Grade Art

Uses art tools and materials. (PP1A, PP1B, PP1D, PP2A) <b>Quarter 1-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>Independently identifies and uses art tools and materials appropriately, without teacher demonstration.</p>	<p>Identifies and uses art tools and materials appropriately.</p>	<p>Identifies and uses art tools and materials, with assistance.</p>	<p>Attempts to identify and use art tools and materials.</p>

Follows directions and demonstrates effort. <b>Quarter 1-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><b>DEMONSTRATES MEETING AND</b></p> <p>Assists others in following directions.</p>	<p>Follows directions and demonstrates effort.</p>	<p>Follows directions and demonstrates effort sometimes.</p>	<p>Attempts to follow directions and demonstrate effort.</p>

Creates and expresses given ideas visually. (PP3A, PP3B, PP3C) <b>Quarter 3-4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>Exceeds in interpreting and creating a piece of artwork on a given topic.</p>	<p>Interprets a topic and creates a piece of art.</p>	<p>Creates a piece of artwork on a given topic, with assistance.</p>	<p>Attempts to create artwork on a given topic.</p>

Understands and uses elements and principles of design. (PP1A, PP1B, EP1A, EP1B, EP1C, EP1D, EP1E, EP1F, EP1G, EP2A, EP2B, EP2C, EP2D, EP2F) <b>Quarter 4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<b>DEMONSTRATES MEETING AND</b> Explains the elements and principles of design.	Recognizes and demonstrates understanding by appropriately using the elements and principles of design. (line, color, shape, texture, space, form, value, balance, proportion, rhythm, pattern, and contrast)	Recognizes and demonstrates understanding by appropriately using <u>some</u> of the elements and principles of design.	Attempts to use the elements and principles of design.

Identifies and creates multicultural artworks and historical styles of art. (HC1A, HC1B) <b>Quarter 4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<b>DEMONSTRATES MEETING AND</b> Interprets multicultural artworks (Native American, European, United States, Asian, etc.) <u>AND</u> historical styles of art (Cubism, Impressionism, Pop, etc.)	Identifies and creates multicultural artworks (Native American, European, United States, Asian, etc.) <u>AND</u> historical styles of art. (Cubism, Impressionism, Pop, etc.)	Identifies and creates multicultural artworks (Native American, European, United States, Asian, etc.) <u>AND</u> historical styles of art, (Cubism, Impressionism, Pop, etc.), <u>with assistance</u> .	Attempts to identify and create multicultural artworks (Native American, European, United States, Asian, etc.) <u>AND</u> historical styles of art. (Cubism, Impressionism, Pop, etc.)

## Second Grade Music

Melody: Demonstrates vocal techniques. (PP1A) <b>Quarter 1</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<b>DEMONSTRATES MEETING AND</b> Sings a simple song with accurate pitch.	Uses singing voice to echo simple patterns.	Uses singing voice with mostly accurate pitch to echo simple patterns.	Attempts to use singing voice to echo simple patterns.

Rhythm: Demonstrates and reads simple patterns. (EP1A) <b>Quarter 1</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<b>DEMONSTRATES MEETING AND</b> Reads and performs more challenging rhythms.	Reads and performs simple patterns.	Recognizes and performs simple patterns.	Attempts to recognize and perform simple patterns with modeling.

Form: Distinguishes between differences in music. (EP1B, EP1C) <b>Quarter 3</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Correctly distinguishes simple musical forms.	Correctly distinguishes between three or more	Correctly distinguishes between two obvious	Attempts to respond appropriately to

	obvious changes in music.  (ex. high/low, fast/slow, loud/soft)	changes in music.	changes in music.
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Tone Color: Recognizes sounds of different instruments. (AP1B) <b>Quarter 4</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Correctly recognizes four or more instrument families.	Correctly recognizes three instrument families.	Recognizes difference between pitched and unpitched instruments.	Attempts to recognize difference in instrument sounds.

Listens and follows directions in order to participate fully in music education activities. <b>Quarter 1</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability.	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability, with reminders.	Often chooses not to listen to or follow directions in order to participate fully in music education activities.

### K-5<sup>th</sup> Grade Physical Education

Participates fully in physical education activities. (PA2A, HM1F) <b>Quarter 1</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Fully participates to the best of his/her ability in all physical education activities.	Fully participates to the best of his/her ability in <u>some</u> physical education activities.	Often chooses not to fully participate in physical education activities.

Follows rules, directions, and uses good sportsmanship. (PA2A, HM1F) <b>Quarter 1</b>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Follows rules, directions, and uses good sportsmanship during physical education activities.	Follows rules, directions, and uses good sportsmanship during physical education activities, with few reminders.	Attempts to follow rules, directions, and use good sportsmanship during physical education activities.

Demonstrates locomotor skills needed to perform a variety of physical activities. (HM1A) <b>Quarter 2</b>			
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4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	<p>Performs <u>most</u> locomotor skills successfully and uses proper technique during games.</p> <p><b>Locomotor skills include: walking, running, jumping, galloping, sliding, leaping, hopping, and skipping.</b></p>	Performs <u>some</u> locomotor skills successfully and uses proper technique during games.	Attempts to perform locomotor skills with little success or improper technique during games.

Demonstrates manipulative skills needed to perform a variety of physical activities. (HM1C, HM1E, HM1F, HM2A, HM2B) **Quarter 3**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	<p>Performs <u>most</u> manipulative skills successfully and uses proper technique during games.</p> <p><b>Manipulative skills include: throwing, kicking, striking, and catching.</b></p>	Performs <u>some</u> manipulative skills successfully and uses proper technique during games.	Attempts to perform manipulative skills with little success or improper technique during games.