

Second Grade Standard Based Report Card Rubrics

Secaucus Public School District

Secaucus, NJ



Reading Standards: Foundational Skills

Reads at grade level with fluency

Marking Period	1	2	3	4
1st – 4th	<ul style="list-style-type: none"> • Student does not demonstrate fluency when reading target high-frequency and decodable words. • Lack of fluent reading is evident during independent reading of texts. • Reading of texts is very choppy and slow. • Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> • Student reads some target high-frequency and decodable words accurately. • Student may read words very quickly and inaccurately or very slowly and inaccurately. • Reading is somewhat fluent when independently reading texts. • Student reads leveled texts either too slowly or too quickly. • Reading is choppy some of the time. • Student does not consistently attend to ending punctuation. Student uses very little or no expression. 	<ul style="list-style-type: none"> • Student consistently reads target high-frequency and decodable words accurately and with appropriate pacing. • Student uses and recognizes word patterns when reading words fluently. • Student demonstrates fluent reading of on-level texts. • Student reads accurately. • Student pauses briefly between words. • Student attends to ending punctuation. • Student uses expression matched to meaning and punctuation. 	<ul style="list-style-type: none"> • Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing. • Student demonstrates fluent reading of above-level texts when reading independently. • Student attends to internal and ending punctuation. • Reading is fluid and accurate. • Student uses phrasing to group words that go together. • Expression is matched to the mood, character's feelings, or actions in the text.

Knows and applies grade level phonics and word analysis skills in decoding words

Marking Period	1	2	3	4
1st-4th	Student rarely applies phonics and word analysis strategies in decoding words.	Student occasionally applies phonics and word analysis strategies in decoding words.	Student consistently applies phonics and word analysis strategies in decoding words.	Student efficiently and independently applies phonics and word analysis strategies in decoding words.

Reading Standards: Literature and Informational Text

Asks and answers questions about key details in a variety of texts

Marking Period	1	2	3	4
1st- 4th	Student rarely asks and answers questions when reading or listening to a variety of texts.	Student occasionally asks and answers questions when reading or listening to a variety of texts.	Student consistently asks and answers questions when reading or listening to a variety of texts.	Student independently asks and answers questions when reading or listening to a variety of texts.

Reads with comprehension (Retells stories, including key details; demonstrates understanding of the central message)

Marking Period	1	2	3	4
1st- 4th	<ul style="list-style-type: none"> ● Student rarely demonstrates literal understanding of a variety of texts. ● Retellings are simple and demonstrate little understanding of the text. 	<ul style="list-style-type: none"> ● Student occasionally demonstrates some literal understanding of a variety of texts. ● Retellings demonstrate a partial understanding of the text. 	<ul style="list-style-type: none"> ● Student consistently demonstrates literal understanding of a variety of texts. ● Retellings demonstrate an understanding of the text. 	<ul style="list-style-type: none"> ● Student efficiently and independently demonstrates a strong literal understanding of a variety of texts. ● Retellings demonstrate a thorough understanding of the text.

Uses illustrations in a story to make predictions about the characters, setting, and plot

Marking Period	1	2	3	4
1st- 4th	Student rarely uses illustrations in a story to make predictions about the characters, setting, and plot.	Student occasionally uses illustrations in a story to make predictions about the characters, setting, and plot.	Student consistently uses illustrations in a story to make predictions about the characters, setting, and plot.	Student efficiently and independently uses illustrations in a story to make predictions about the characters, setting, and plot.

Compares and contrasts a variety of text on the same topic

Marking Period	1	2	3	4
2nd - 4th	Student is rarely able to compare and contrast a variety of text.	Student can identify a similarity OR a difference in a variety of text with support.	Student can consistently identify a similarity AND a difference in a variety of text.	Student can efficiently and independently identify similarities and differences in a variety of text.

Describes the overall structure of the story; understands the role of beginning, middle, and end

Marking Period	1	2	3	4
1st- 4th	<ul style="list-style-type: none"> ● Student is rarely able to describe the overall structure of the story. ● Student is rarely able to retell what happened in the beginning, middle, and end of the story. 	<ul style="list-style-type: none"> ● Student can occasionally describe the overall structure of the story with help and guidance. ● Student can occasionally retell what happened in the beginning, middle, and end of the story with help and guidance. 	<ul style="list-style-type: none"> ● Student can consistently describe the overall structure of the story. ● Student can consistently retell what happened in the beginning, middle, and end of the story. 	<ul style="list-style-type: none"> ● Student can efficiently and independently describe the overall structure of the story. ● Student can efficiently and independently retell what happened in the beginning, middle, and end of the story.

Speaking and Listening

Expresses ideas clearly and effectively

Marking Period	1	2	3	4
1st-4th	Student rarely expresses ideas and comments in complete sentences using grade appropriate conventions of standard English grammar and usage.	Student occasionally expresses ideas and comments in complete sentences using grade appropriate conventions of standard English grammar and usage.	Student consistently expresses ideas and comments in complete sentences using grade appropriate conventions of standard English grammar and usage.	<ul style="list-style-type: none"> ● Student efficiently and independently expresses ideas and comments in complete sentences using grade appropriate conventions of Standard English grammar and usage. ● Student efficiently and independently uses and extends grade appropriate academic vocabulary.

Participates in group discussions actively and appropriately

Marking Period	1	2	3	4
1st-4th	<ul style="list-style-type: none"> ● Student rarely engages in group discussions. ● Student rarely stays on topic. ● Student rarely asks for clarification or further explanation. ● Student rarely extends his/her ideas in light of the discussion. 	<ul style="list-style-type: none"> ● Student occasionally engages in group discussions. ● Student occasionally stays on topic. ● Student occasionally asks for clarification or further explanation. ● Student occasionally extends his/her ideas in light of the discussion. 	<ul style="list-style-type: none"> ● Student consistently engages in group discussions. ● Student consistently stays on topic. ● Student consistently asks for clarification or further explanation. ● Student consistently extends his/her ideas in light of the discussion. 	<ul style="list-style-type: none"> ● Student efficiently and independently engages in group discussions. ● Student efficiently and independently stays on topic. ● Student efficiently and independently asks for clarification or further explanation. ● Student efficiently and independently extends his/her ideas in light of the discussion. ● Student efficiently and independently acknowledges new information provided by others and incorporates it into his/her own thinking.

Writing

Writes in the structure of the genre

Marking Period	1	2	3	4
1st-4th	<ul style="list-style-type: none">• Student rarely generates ideas for writing.• There is a beginning with one or two unrelated details.• Student uses many sentence fragments or run-on sentences.	<ul style="list-style-type: none">• Student occasionally generates ideas for writing.• There is a beginning and end with few details.• Some sentences are incomplete or run-on sentences.	<ul style="list-style-type: none">• Student consistently generates ideas for writing.• Student's writing is consistently organized; most ideas are relevant.• There is a clear beginning, middle, and end with related details in each part.• Student consistently writes complete sentences.	<ul style="list-style-type: none">• Student efficiently and independently generates ideas for writing.• Student efficiently and independently organizes writing with ideas that are relevant to and support the topic.• There is a well-developed beginning, middle, and end with many relevant details in each part.• Student efficiently and independently writes complete and complex sentences.

Utilizes revision and editing strategies

Marking Period	1	2	3	4
1st- 4th	<p>The student is rarely able to reread writing and:</p> <ul style="list-style-type: none"> ● Edit for capitalization ● Edit for punctuation ● Edit for proper spacing ● Edit for neat handwriting ● Edit spelling of sight words ● Apply spelling strategies 	<p>The student is occasionally able to reread writing and:</p> <ul style="list-style-type: none"> ● Edit for capitalization ● Edit for punctuation ● Edit for proper spacing ● Edit for neat handwriting ● Edit spelling of sight words ● Apply spelling strategies 	<p>The student is consistently able to reread writing and:</p> <ul style="list-style-type: none"> ● Edit for capitalization ● Edit for punctuation ● Edit for proper spacing ● Edit for neat handwriting ● Edit spelling of sight words ● Apply spelling strategies ● Revise to ensure a clear beginning, middle, and end 	<p>The student is able to efficiently and independently reread writing and:</p> <ul style="list-style-type: none"> ● Edit for capitalization ● Edit for punctuation ● Edit for proper spacing ● Edit for neat handwriting ● Edit spelling of sight words ● Apply spelling strategies ● Revise to ensure a clear beginning, middle, and end ● Revise grammatical errors. ● Use elaborate vocabulary throughout writing

Language

Demonstrates command of the conventions of Standard English grammar and usage

Marking Period	1	2	3	4
1st-2nd	<p>Student rarely applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> ● Producing simple sentences ● Using collective nouns to describe groups ● Using reflexive pronouns 	<p>Student occasionally applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> ● Producing simple sentences ● Using collective nouns to describe groups ● Using reflexive pronouns 	<p>Student consistently applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> ● Producing simple sentences ● Using collective nouns to describe groups ● Using reflexive pronouns ● Using Irregular pronouns 	<p>Student efficiently and independently applies above grade-level conventions grammar and usage.</p>
3rd	<p>Student rarely applies grade-level grammar and usage as listed in the 1st and 2nd marking period, as well as:</p> <ul style="list-style-type: none"> ● Expanding simple sentences. ● Using adjectives and pronouns ● Using irregular verbs in past tense 	<p>Student occasionally applies grade-level grammar and usage as listed in the 1st and 2nd marking period, as well as:</p> <ul style="list-style-type: none"> ● Expanding simple sentences. ● Using adjectives and pronouns ● Using irregular verbs in past tense 	<p>Student consistently applies grade-level grammar and usage as listed in the 1st and 2nd marking period, as well as:</p> <ul style="list-style-type: none"> ● Expanding simple sentences. ● Using adjectives, adverbs and pronouns ● Using irregular verbs in past tense 	<p>Student efficiently and independently applies above grade-level conventions grammar and usage.</p>
4th	<p>Student rarely applies grade-level grammar and usage as listed in the 1st -3rd marking period, as well as:</p> <ul style="list-style-type: none"> ● Using compound sentences ● Using apostrophes 	<p>Student occasionally applies grade-level grammar and usage as listed in the 1st -3rd marking period, as well as:</p> <ul style="list-style-type: none"> ● Using compound sentences ● Using apostrophes 	<p>Student consistently applies grade-level grammar and usage as listed in the 1st -3rd marking period, as well as:</p> <ul style="list-style-type: none"> ● Using compound sentences ● Using apostrophes 	<p>Student efficiently and independently applies above grade-level conventions grammar and usage.</p>

Demonstrates command of the conventions of punctuation when writing

Marking Period	1	2	3	4
1st- 2nd	<p>Student rarely applies grade level mechanics of punctuation, including:</p> <ul style="list-style-type: none"> • Question marks, periods, exclamation points • Commas to separate day from year in dates 	<p>Student occasionally applies grade level mechanics of punctuation, including:</p> <ul style="list-style-type: none"> • Question marks, periods, exclamation points • Commas to separate day from year in dates 	<p>Student consistently applies grade level mechanics of punctuation, including:</p> <ul style="list-style-type: none"> • Question marks, periods, exclamation points • Commas to separate day from year in dates 	<p>Student efficiently and independently applies grade level mechanics of punctuation.</p>
3rd	<p>Student rarely applies grade level mechanics of punctuation as listed in the 1st and 2nd marking period, as well as :</p> <ul style="list-style-type: none"> • Commas when listing 	<p>Student occasionally applies grade level mechanics of punctuation as listed in the 1st and 2nd marking period, as well as :</p> <ul style="list-style-type: none"> • Commas when listing 	<p>Student consistently applies grade level mechanics of punctuation as listed in the 1st and 2nd marking period, as well as :</p> <ul style="list-style-type: none"> • Commas when listing and in greetings and closings of letters 	<p>Student efficiently and independently applies grade level mechanics of punctuation.</p>
4th	<p>Student rarely applies grade level mechanics of punctuation as listed in the 1st- 3rd marking period, as well as :</p> <ul style="list-style-type: none"> • Using apostrophes in contractions 	<p>Student occasionally applies grade level mechanics of punctuation as listed in the 1st- 3rd marking period, as well as :</p> <ul style="list-style-type: none"> • Using apostrophes in contractions 	<p>Student consistently applies grade level mechanics of punctuation as listed in the 1st- 3rd marking period, as well as :</p> <ul style="list-style-type: none"> • Using apostrophes in contractions and frequently occurring possessives 	<p>Student efficiently and independently applies grade level mechanics of punctuation.</p>

Demonstrates the command of the conventions of capitalization

Marking Period	1	2	3	4
1st- 2nd	Student rarely applies grade level mechanics of capitalization including: <ul style="list-style-type: none"> ● Proper names, months when writing dates, holidays, “I” 	Student occasionally applies grade level mechanics of capitalization including: <ul style="list-style-type: none"> ● Proper names, months when writing dates, holidays, “I” 	Student consistently applies grade level mechanics of capitalization including: <ul style="list-style-type: none"> ● Proper names, months when writing dates, holidays, “I” 	Student efficiently and independently applies above grade level mechanics of capitalization.
3rd-4th	Student rarely applies grade level mechanics of capitalization as listed in the 1st and 2nd Marking period, including: <ul style="list-style-type: none"> ● Product Names ● Geographic names ● Capitalization within a friendly letter 	Student occasionally applies grade level mechanics of capitalization as listed in the 1st and 2nd Marking period, including: <ul style="list-style-type: none"> ● Product Names ● Geographic names ● Capitalization within a friendly letter 	Student consistently applies grade level mechanics of capitalization as listed in the 1st and 2nd Marking period, including: <ul style="list-style-type: none"> ● Product Names ● Geographic names ● Capitalization within a friendly letter 	Student efficiently and independently applies above grade level mechanics of capitalization.

Applies spelling patterns

Marking Period	1	2	3	4
1st- 4th	Student rarely applies spelling patterns in writing, such as: <ul style="list-style-type: none"> ● Beginning/Final Consonants ● Short and Long vowels ● Consonant digraphs 	Student occasionally applies spelling patterns in writing, such as: <ul style="list-style-type: none"> ● Beginning/Final Consonants ● Short and Long vowels ● Consonant digraphs 	Student consistently applies spelling patterns in writing, such as: <ul style="list-style-type: none"> ● Consonant blends ● Long vowels patterns ● Other vowel patterns ● Inflected endings 	Student efficiently and independently applies spelling patterns in writing, such as: <ul style="list-style-type: none"> ● Inflected endings ● Affixes ● Suffixes ● Compound Words ● Syllables

Mathematics: Operations and Algebraic Thinking

Uses addition and subtraction within 100 to solve one and two step word problems

Marking Period	1	2	3	4
1st-2nd	<ul style="list-style-type: none"> • Student is rarely able to use a bar model (part-part-whole) to solve one step problems. • Student is rarely able to write number sentences. • Student is rarely able to use manipulatives, pictures, or numbers sentences to solve problems. 	<ul style="list-style-type: none"> • Student is occasionally able to use a bar model (part-part-whole) to solve one step problems. • Student is occasionally able to write number sentences. • Student is occasionally able to use manipulatives, pictures, or numbers sentences to solve problems. 	<ul style="list-style-type: none"> • Student is consistently able to use a bar model (part-part-whole) to solve one step problems. • Student is consistently able to write number sentences. • Student is consistently able to use manipulatives, pictures, or numbers sentences to solve problems. 	<ul style="list-style-type: none"> • Student is efficiently and independently able to use a bar model (part-part-whole) to solve one step problems. • Student is efficiently and independently able to write simple and complex number sentences. • Student is efficiently and independently able to use manipulatives, pictures, or numbers sentences to solve problems. • Student efficiently and independently solves complex story problems independently through a variety of strategies.

Fluently adds within 20

Marking Period	1	2	3	4
1st-4th	Student is rarely able to add 1-digit numbers up to 20 with speed and accuracy.	Student is occasionally able to add 1-digit numbers up to 20 with speed and accuracy.	Student is consistently able to add 1-digit numbers up to 20 with speed and accuracy.	Student is efficiently and independently able to add 1-digit numbers up to 20 with speed and accuracy.

Fluently subtracts within 20

Marking Period	1	2	3	4
1st-4th	Student is rarely able to subtract 1-digit numbers up to 20 with speed and accuracy.	Student is occasionally able to subtract 1-digit numbers up to 20 with speed and accuracy.	Student is consistently able to subtract 1-digit numbers up to 20 with speed and accuracy.	Student is efficiently and independently able to subtract 1-digit numbers up to 20 with speed and accuracy.

Works with equal groups of objects to gain foundation for multiplication

Marking Period	1	2	3	4
1st- 2nd	Student is rarely able to work with equal groups of object to gain foundations for multiplication.	Student is occasionally able to work with equal groups of object to gain foundations for multiplication.	Student is consistently able to work with equal groups of object to gain foundations for multiplication.	Student is efficiently and independently able to work with equal groups of object to gain foundations for multiplication.

Determines whether a group of up to 20 objects has an even or odd number of members

Marking Period	1	2	3	4
1st-2nd	Student is rarely able to determine whether a group of up to 20 objects has an even or odd number of members.	Student is occasionally able to determine whether a group of up to 20 objects has an even or odd number of members.	Student is consistently able to determine whether a group of up to 20 objects has an even or odd number of members.	Student is efficiently and independently able to determine whether a group of up to 20 objects has an even or odd number of members.

Mathematics: Numbers and Operations in Base Ten

Recognizes that the 3 digits of a three-digit number represent amounts of hundreds, tens, and ones

Marking Period	1	2	3	4
1st-3rd	Student is rarely able to use a place value chart to represent a three-digit number.	Student is occasionally able to use a place value chart to represent a three-digit number.	Student is consistently able to use a place value chart to represent a three-digit number.	Student is efficiently and independently able to use a place value chart to represent a three-digit number.

Counts within a 1,000; skip counts by fives, tens, and hundreds

Marking Period	1	2	3	4
1st-3rd	Student is rarely able to skip count using the patterns of 5s, 10s, and 100s.	Student is occasionally able to skip count using the patterns of 5s, 10s, and 100s.	Student is consistently able to skip count using the patterns of 5s, 10s, and 100s.	Student is efficiently and independently able to skip count using the patterns of 5s, 10s, and 100s.

Reads and writes numbers to 1,000 using base ten numerals, number names, and expanded form

Marking Period	1	2	3	4
1st-3rd	Student is rarely able to read and write number using base ten models, number names, and expanded form.	Student is occasionally able to read and write number using base ten models, number names, and expanded form.	Student is consistently able to read and write number using base ten models, number names, and expanded form.	Student is efficiently and independently able to read and write numbers using base ten models, number names, and expanded form.

Compares three-digit numbers using $<$, $=$, and $>$ to record comparisons

Marking Period	1	2	3	4
1st-3rd	Student is rarely able to use a place value chart to compare three-digit numbers using $<$, $=$, or $>$.	Student is occasionally able to use a place value chart to compare three-digit numbers using $<$, $=$, or $>$.	Student is consistently able to use a place value chart to compare three-digit numbers using $<$, $=$, or $>$.	Student is efficiently and independently able to use a place value chart to compare three-digit numbers using $<$, $=$, or $>$.

Uses understanding of place value and number properties to add and subtract

Marking Period	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> ● Student is rarely able to add or subtract using place value properties such as: <ul style="list-style-type: none"> - expanded form - base ten models - picture representations 	<ul style="list-style-type: none"> ● Student is occasionally able to add or subtract using place value properties such as: <ul style="list-style-type: none"> - expanded form - base ten models - picture representations 	<ul style="list-style-type: none"> ● Student is consistently able to add or subtract using place value properties such as: <ul style="list-style-type: none"> - expanded form - base ten models - picture representations 	<ul style="list-style-type: none"> ● Student is efficiently and independently able to add or subtract using place value properties such as: <ul style="list-style-type: none"> - expanded form - base ten models - picture representations

Fluently adds and subtracts within 100 using knowledge of place value and properties of operations

Marking Period	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> ● Student is rarely able to use mental math strategies to add and subtract 2-digit numbers. ● Student is rarely able to add and subtract 2-digit numbers with regrouping. 	<ul style="list-style-type: none"> ● Student is occasionally able to use mental math strategies to add and subtract 2-digit numbers. ● Student is occasionally able to add and subtract 2-digit numbers with regrouping. 	<ul style="list-style-type: none"> ● Student is consistently able to use mental math strategies to add and subtract 2-digit numbers. ● Student is consistently able to add and subtract 2-digit numbers with regrouping. 	<ul style="list-style-type: none"> ● Student is efficiently and independently able to use mental math strategies to add and subtract 2-digit numbers. ● Student is efficiently and independently able to add and subtract 2-digit numbers with regrouping.

Adds up to 4 two-digit numbers using strategies based on place value and properties of operations

Marking Period	1	2	3	4
1st- 3rd	<ul style="list-style-type: none"> ● Student is rarely able to use mental math strategies to add up to 4 two-digit numbers. ● Student is rarely able to add up to 4 two-digit numbers with regrouping. 	<ul style="list-style-type: none"> ● Student is occasionally able to use mental math strategies to add up to 4 two-digit numbers. ● Student is occasionally able to add up to 4 two-digit numbers with regrouping. 	<ul style="list-style-type: none"> ● Student is consistently able to use mental math strategies to add up to 4 two-digit numbers. ● Student is consistently able to add up to 4 two-digit numbers with regrouping. 	<ul style="list-style-type: none"> ● Student is efficiently and independently able to use mental math strategies to add up to 4 two-digit numbers. ● Student is efficiently and independently able to add up to 4 two-digit numbers with regrouping.

Adds and subtracts within 1,000 using concrete models or drawings and strategies

Marking Period	1	2	3	4
1st- 3rd	<ul style="list-style-type: none"> ● Student is rarely able to use mental math strategies to add and subtract 3-digit numbers. ● Student is rarely able to add and subtract 3-digit numbers with regrouping. ● Student is rarely able to check the subtraction work by writing the related addition problem. ● Student is rarely able to use models or drawings to add and subtract 3-digit numbers. 	<ul style="list-style-type: none"> ● Student is occasionally able to use mental math strategies to add and subtract 3-digit numbers. ● Student is occasionally able to add and subtract 3-digit numbers with regrouping. ● Student is occasionally able to check the subtraction work by writing the related addition problem. ● Student is occasionally able to use models or drawings to add and subtract 3-digit numbers. 	<ul style="list-style-type: none"> ● Student is consistently able to use mental math strategies to add and subtract 3-digit numbers. ● Student is consistently able to add and subtract 3-digit numbers with regrouping. ● Student is consistently able to check the subtraction work by writing the related addition problem. ● Student is consistently able to use models or drawings to add and subtract 3-digit numbers. 	<ul style="list-style-type: none"> ● Student is efficiently and independently able to use mental math strategies to add and subtract 3-digit numbers. ● Student is efficiently and independently able to add and subtract 3-digit numbers with regrouping. ● Student is efficiently and independently able to check the subtraction work by writing the related addition problem. ● Student is efficiently and independently able to use models or drawings to add and subtract 3-digit numbers.

Mentally adds 10 or 100 to a given number (Numbers 100-900)

Marking Period	1	2	3	4
1st- 3rd	Student is rarely able to mentally add 10 or 100 to a given number.	Student is occasionally able to mentally add 10 or 100 to a given number.	Student is consistently able to mentally add 10 or 100 to a given number.	Student is efficiently and independently able to mentally add 10 or 100 to a given number.

Mentally subtracts 10 or 100 from a given number (Numbers 100-900)

Marking Period	1	2	3	4
1st- 3rd	Student is rarely able to mentally subtract 10 or 100 from a given number.	Student is occasionally able to mentally subtract 10 or 100 from a given number.	Student is consistently able to mentally subtract 10 or 100 from a given number.	Student is efficiently and independently able to mentally subtract 10 or 100 from a given number.

Explains why addition and subtraction strategies work; using place value and properties of operations

Marking Period	1	2	3	4
1st- 3rd	Student is rarely able to identify patterns to solve problems.	Student is occasionally able to identify patterns to solve problems.	Student is consistently able to identify patterns to solve problems.	Student is efficiently and independently able to identify patterns to solve problems.

Mathematics: Measurement and Data

Measures and estimates lengths in standard units including inches, feet, centimeters, and meters using the appropriate tools

Marking Period	1	2	3	4
3rd-4th	<ul style="list-style-type: none">• Student is rarely able to use standard and metric units to measure and estimate lengths in inches, feet, centimeters and meters.• Student is rarely able to choose the appropriate tool to measure length.	<ul style="list-style-type: none">• Student is occasionally able to use standard and metric units to measure and estimate lengths in inches, feet, centimeters and meters.• Student is occasionally able to choose the appropriate tool to measure length.	<ul style="list-style-type: none">• Student is consistently able to use standard and metric units to measure and estimate lengths in inches, feet, centimeters and meters.• Student is consistently able to choose the appropriate tool to measure length.	<ul style="list-style-type: none">• Student is efficiently and independently able to use standard and metric units to measure and estimate lengths in inches, feet, centimeters and meters.• Student is efficiently and independently able to choose the appropriate tool to measure length.

Measures to determine how much longer one object is than another

Marking Period	1	2	3	4
3rd -4th	Student is rarely able to determine how much longer one object is than another.	Student is occasionally able to determine how much longer one object is than another.	Student is consistently able to determine how much longer one object is than another.	Student is efficiently and independently able to determine how much longer one object is than another.

Tells and writes time from analog and digital clocks using A.M. and P.M.

Marking Period	1	2	3	4
3rd-4th	<ul style="list-style-type: none"> • Student is rarely able to accurately draw the hour and minute hand to show a given time. • Student is rarely able to tell time to the nearest 5 minutes. • Student is rarely able to distinguish between A.M. and P.M. 	<ul style="list-style-type: none"> • Student is occasionally able to accurately draw the hour and minute hand to show a given time. • Student is occasionally able to tell time to the nearest 5 minutes. • Student is occasionally able to distinguish between A.M. and P.M. 	<ul style="list-style-type: none"> • Student is consistently able to accurately draw the hour and minute hand to show a given time. • Student is consistently able to tell time to the nearest 5 minutes. • Student is consistently able to distinguish between A.M. and P.M. • Students is consistently able to understand elapsed time using the terms “before” or “after. 	<ul style="list-style-type: none"> • Student is independently able to accurately draw the hour and minute hand to show a given time. • Student is independently able to tell time to the nearest 5 minutes. • Student is independently able to distinguish between A.M. and P.M. • Students is independently able to understand elapsed time using the terms “before” or “after.

Solves word problems involving dollar bills and coins

Marking Period	1	2	3	4
3rd-4th	<ul style="list-style-type: none"> ● Student is rarely able to identify the value of dollar bills, quarters, dimes, nickels and pennies. ● Student is rarely able to solve word problems involving dollar bills, quarters, dimes, nickels and pennies. 	<ul style="list-style-type: none"> ● Student is occasionally able to identify the value of dollar bills, quarters, dimes, nickels and pennies. ● Student is occasionally able to solve word problems involving dollar bills, quarters, dimes, nickels and pennies. 	<ul style="list-style-type: none"> ● Student is consistently able to identify the value of dollar bills, quarters, dimes, nickels and pennies. ● Student is consistently to solve word problems involving dollar bills, quarters, dimes, nickels and pennies. 	<ul style="list-style-type: none"> ● Student is independently able to identify the value of dollar bills, quarters, dimes, nickels and pennies. ● Student is independently able to solve word problems involving dollar bills, quarters, dimes, nickels and pennies.

Draws pictures or bar graphs to represent data uses the information to solve a problem

Marking Period	1	2	3	4
3rd-4th	<ul style="list-style-type: none"> ● Student is rarely able to organize, represent, and interpret data from a picture or bar graph. ● Student is rarely able to use the information in a picture or bar graph to solve a problem. 	<ul style="list-style-type: none"> ● Student is occasionally able to organize, represent, and interpret data from a picture or bar graph. ● Student is occasionally able to use the information in a picture or bar graph to solve a problem. 	<ul style="list-style-type: none"> ● Student is consistently able to organize, represent, and interpret data from a picture or bar graph. ● Student is consistently able to use the information in a picture or bar graph to solve a problem. 	<ul style="list-style-type: none"> ● Student is independently able to organize, represent, and interpret data from a picture or bar graph. ● Student is independently able to use the information in a picture or bar graph to solve a problem.

Mathematics: Geometry

Recognizes and draws shapes having specified attributes, such as a given number of angles or faces

Marking Period	1	2	3	4
4th	<ul style="list-style-type: none"> ● Student is rarely able to describe, classify, and analyze the attributes of 2- and 3- dimensional objects. ● Student is rarely able to combine shapes to make new shapes. ● Student is rarely able to decompose shapes into other shapes. 	<ul style="list-style-type: none"> ● Student is occasionally able to describe, classify, and analyze the attributes of 2- and 3- dimensional objects. ● Student is occasionally able to combine shapes to make new shapes. ● Student is occasionally able to decompose shapes into other shapes. 	<ul style="list-style-type: none"> ● Student is consistently able to describe, classify, and analyze the attributes of 2- and 3- dimensional objects. ● Student is consistently able to combine shapes to make new shapes. ● Student is consistently able to decompose shapes into other shapes. 	<ul style="list-style-type: none"> ● Student is efficiently and independently able to describe, classify, and analyze the attributes of 2- and 3- dimensional objects... ● Student is efficiently and independently able to deconstruct a given shape to recreate a new shape.

Identifies 2- dimensional and 3- dimensional shapes

Marking Period	1	2	3	4
4th	Student is rarely able to identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student is occasionally able to identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student is consistently able to identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Student is efficiently and independently able to identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Social Studies

Demonstrates an understanding of vocabulary and concepts

Marking Period	1	2	3	4
1st-4th	Student rarely demonstrates an understanding of vocabulary and concepts taught.	Student occasionally demonstrates an understanding of vocabulary and concepts taught	Student consistently demonstrates an understanding of vocabulary and concepts taught.	Student efficiently and independently demonstrates an understanding of vocabulary and concepts taught.

Applies knowledge to classroom discussions and activities

Marking Period	1	2	3	4
1st- 4th	Student rarely applies knowledge to classroom discussions and activities	Student occasionally applies knowledge to classroom discussions and activities	Student consistently applies knowledge to classroom discussions and activities	Student efficiently independently applies knowledge to classroom discussions and activities

Science

Demonstrates an understanding of vocabulary and concepts

Marking Period	1	2	3	4
1st-4th	Student rarely demonstrates an understanding of vocabulary and concepts taught.	Student occasionally demonstrates an understanding of vocabulary and concepts taught.	Student consistently demonstrates an understanding of vocabulary and concepts taught.	Student efficiently and independently demonstrates an understanding of vocabulary and concepts taught.

Applies knowledge to classroom discussions and activities

Marking Period	1	2	3	4
1st- 4th	Student rarely applies knowledge to classroom discussions and activities	Student occasionally applies knowledge to classroom discussions and activities	Student consistently applies knowledge to classroom discussions and activities	Student efficiently independently applies knowledge to classroom discussions and activities