

## SECOND GRADE PERFORMANCE REPORTING

|   |  |
|---|--|
| 4 | Exhibits skill/concept beyond grade level expectation. |
| 3 | Exhibits mastery of skill/concept.                     |
| 2 | Exhibits skill/concept with minimal support.           |
| 1 | Exhibits skill/ concept with direct support.           |
|   | Not assessed this MP                                   |

|            |  |
|------------|--|
| Student:   |  |
| Teacher:   |  |
| Campus:    |  |
| Principal: |  |

| Language Arts  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| <b>Reading</b>   |     |     |     |     |
| Phonics  |     |     |     |     |
| Fluency  |     |     |     |     |
| Comprehension: Fiction                                     |     |     |     |     |
| Comprehension: Non-fiction                                 |     |     |     |     |
| Research   |     |     |     |     |
| <b>Written Conventions</b>                                 |     |     |     |     |
| Writing Process  |     |     |     |     |
| Writes for a Purpose                                       |     |     |     |     |
| Grammar  |     |     |     |     |
| Penmanship   |     |     |     |     |
| <b>Science</b>   |     |     |     |     |
| Scientific Inquiry   |     |     |     |     |
| Force, Motion, and Energy                                  |     |     |     |     |
| Matter and Energy  |     |     |     |     |
| Earth and Space  |     |     |     |     |
| Organisms and their environment                            |     |     |     |     |
| <b>Technology</b>  |     |     |     |     |
| Developing digital products                                |     |     |     |     |
| Uses technology and digital citizenship to solve problems; |     |     |     |     |
| <b>Health</b>  |     |     |     |     |
| Current Concept  |     |     |     |     |

| Math                        | 1st | 2nd | 3rd | 4th |
|-----------------------------|-----|-----|-----|-----|
| Math Processes              |     |     |     |     |
| Number and Operations       |     |     |     |     |
| Money Skills                |     |     |     |     |
| Algebraic Reasoning         |     |     |     |     |
| Geometry                    |     |     |     |     |
| Measurement                 |     |     |     |     |
| Time                        |     |     |     |     |
| Data Analysis               |     |     |     |     |
| Personal Financial Literacy |     |     |     |     |
| <b>Social Studies</b>       |     |     |     |     |
| History                     |     |     |     |     |
| Geography                   |     |     |     |     |
| Economics                   |     |     |     |     |
| Citizenship                 |     |     |     |     |
| Government                  |     |     |     |     |
| Culture                     |     |     |     |     |

| Student Responsibilities   |  |  |  |  |
|--|--|--|--|--|
| <u>Be Proactive:</u> I do the right thing without being asked, even when no one is looking.  |  |  |  |  |
| <u>Begin with the End in Mind:</u> I plan ahead and set goals. I look for ways to be a good citizen.                                 |  |  |  |  |
| <u>Put First Things First:</u> I spend my time on things that are most important. I set priorities.                                  |  |  |  |  |
| <u>Think Win-Win:</u> I treat others with respect. When conflicts arise, I look for third alternatives.                              |  |  |  |  |
| <u>Seek First to Understand, Then to Be Understood:</u> I listen to others without interrupting. I am confident in voicing my ideas. |  |  |  |  |
| <u>Synergize:</u> I get along well with others, even people who are different than me. I work well in groups.                        |  |  |  |  |

**Distrito Escolar Independiente de Dripping Springs**

| Artes del Lenguaje   | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| <b>Lectura</b>   |     |     |     |     |
| Fonética   |     |     |     |     |
| Fluidez  |     |     |     |     |
| Comprensión: Ficción   |     |     |     |     |
| Comprensión: No-ficción                                      |     |     |     |     |
| Investigación  |     |     |     |     |
| <b>Convenciones Escritas</b>                                 |     |     |     |     |
| Proceso de la Escritura                                      |     |     |     |     |
| Escribe con Propósito  |     |     |     |     |
| Gramática  |     |     |     |     |
| Caligrafía   |     |     |     |     |
| <b>Adquisición del lenguaje Ingles</b>                       |     |     |     |     |
| Habilidad de la lectura                                      |     |     |     |     |
| Habilidad de la escritura                                    |     |     |     |     |
| Habilidad de la lengua hablada                               |     |     |     |     |
| Habilidad del escuchar                                       |     |     |     |     |
| <b>Ciencias</b>  |     |     |     |     |
| Investigación Científica                                     |     |     |     |     |
| Fuerza, Movimiento, y Energía                                |     |     |     |     |
| Materia y Energía  |     |     |     |     |
| La Tierra y el Espacio                                       |     |     |     |     |
| Organismos y su medio ambiente                               |     |     |     |     |
| <b>Tecnología</b>  |     |     |     |     |
| Desarrollando productos digitales                            |     |     |     |     |
| Usa tecnología y ciudadanía digital para resolver problemas; |     |     |     |     |

| Matemáticas  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| Procesos Matemáticos   |     |     |     |     |
| Número y Operaciones   |     |     |     |     |
| Destrezas del Valor de Monedas   |     |     |     |     |
| Razonamiento Algebraico  |     |     |     |     |
| Geometría  |     |     |     |     |
| Medición   |     |     |     |     |
| La Hora del Tiempo   |     |     |     |     |
| Análisis de Datos  |     |     |     |     |
| Comprensión de Finanzas Personales   |     |     |     |     |
| <b>Estudios Sociales</b>   |     |     |     |     |
| Historia   |     |     |     |     |
| Geografía  |     |     |     |     |
| Economía   |     |     |     |     |
| Ciudadanía   |     |     |     |     |
| Gobierno   |     |     |     |     |
| Cultura  |     |     |     |     |
| <b>Responsabilidades del Estudiante</b>  |     |     |     |     |
| <u>Ser Proactivo:</u> Hago lo correcto sin ser preguntado, aun cuando nadie mira                           |     |     |     |     |
| <u>Comenzar con el fin en la mente:</u> tener un plan  |     |     |     |     |
| <u>Poner Primero lo Primero:</u> Paso mi tiempo en cosas que son más importantes. Establezco prioridades.  |     |     |     |     |
| <u>Pensar Ganar, Ganar:</u> Trato a otros con respeto. Cuando hay conflictos, busco terceras alternativas. |     |     |     |     |
| <u>Buscar Primero Entender, Luego Ser Entendido:</u> escucha antes de hablar                               |     |     |     |     |
| <u>Sinergizar:</u> juntos es mejor   |     |     |     |     |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed   | Level 1<br>Beginning  | Level 2<br>Developing  | Level 3<br>Secure  | Level 4<br>Extending  |
|--|---|--|--|---|
|  | Exhibits skill/concept with direct support  | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Phonics/Beginning Reading Skills</b>  |   |  |  |   |
| Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. | I can use letter sounds to read words (consonants and vowels) with direct support.                            | I can use letter sounds to read words (consonants and vowels) with minimal support.                            | I can use letter sounds to read and write words (consonants and vowels) independently and consistently.                            | I can use letter sounds to read words (consonants and vowels) independently and consistently beyond grade level expectation.                            |
|  | I can read words with consonant blends (e.g., thr, spl) with direct support.                                  | I can read words with consonant blends (e.g., thr, spl) with minimal support.                                  | I can read and write words with consonant blends (e.g., thr, spl) independently and consistently.                                  | I can read words with consonant blends (e.g., thr, spl) independently and consistently beyond grade level expectation.                                  |
|  | I can read words with consonant digraphs (e.g., ng, ck, ph) with direct support.                              | I can read words with consonant digraphs (e.g., ng, ck, ph) with minimal support.                              | I can read and write words with consonant digraphs (e.g., ng, ck, ph) consistently and independently.                              | I can read words with consonant digraphs (e.g., ng, ck, ph) consistently and independently beyond grade level expectation.                              |
|  | I can read words with vowel digraphs (e.g., ie, ue, ew) with direct support.                                  | I can read words with vowel digraphs (e.g., ie, ue, ew) with minimal support.                                  | I can read and write words with vowel digraphs (e.g., ie, ue, ew) consistently and independently.                                  | I can read words with vowel digraphs (e.g., ie, ue, ew) consistently and independently beyond grade level expectation.                                  |
|  | I can read words with diphthongs (e.g., oi, ou) with direct support.  | I can read words with diphthongs (e.g., oi, ou) with minimal support.  | I can read and write words with diphthongs (e.g., oi, ou) consistently and independently.  | I can read words with diphthongs (e.g., oi, ou) consistently and independently beyond grade level expectation.  |
|  | I can read CVC words. e.g., pic-nic, mon-ster) with direct support.   | I can read CVC words. e.g., pic-nic, mon-ster) with minimal support.   | I can read and write CVC words. e.g., pic-nic, mon-ster) consistently and independently.   | I can read CVC words. e.g., pic-nic, mon-ster) consistently and independently   |
|  | I can read open syllable words, (CV)(e.g., ti-ger) with direct support.                                       | I can read open syllable words, (CV)(e.g., ti-ger) with minimal support.                                       | I can read and write open syllable words, (CV)(e.g., ti-ger) consistently and independently.                                       | I can read open syllable words, (CV)(e.g., ti-ger) consistently and independently   |
|  | I can read words with final stable syllable (e.g., sta-tion, tum-ble) with direct support.                    | I can read words with final stable syllable (e.g., sta-tion, tum-ble) with minimal support.                    | I can read and write words with final stable syllable (e.g., sta-tion, tum-ble) consistently and independently.                    | I can read words with final stable syllable (e.g., sta-tion, tum-ble) consistently and independently  |
|  | I can read vowel-consonant-silent "e" words (VC)(e.g., in-vite, cape) with direct support.                    | I can read vowel-consonant-silent "e" words (VC)(e.g., in-vite, cape) with minimal support.                    | I can read and write vowel-consonant-silent "e" words (VC)(e.g., in-vite, cape) consistently and independently                     | I can read vowel-consonant-silent "e" words (VC)(e.g., in-vite, cape) consistently and independently  |
|  | I can read r-controlled vowels (e.g. per-fect, cor-ner) with direct support.                                  | I can read r-controlled vowels (e.g. per-fect, cor-ner) with minimal support.                                  | I can read and write r-controlled vowels (e.g. per-fect, cor-ner) consistently and independently.                                  | I can read r-controlled vowels (e.g. per-fect, cor-ner) consistently and independently  |
|  | I can decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant) with direct support. | I can decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant) with minimal support. | I can decode and write words by applying knowledge of common spelling patterns (e.g., -ight, -ant) consistently and independently. | I can decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant) consistently and independently beyond grade level expectation. |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed   | Level 1<br>Beginning   | Level 2<br>Developing  | Level 3<br>Secure  | Level 4<br>Extending   |
|--|--|--|--|--|
|  | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations  |
| <b>Phonics/Beginning Reading Skills - continued</b>  |  |  |  |  |
| Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. | I can read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) with direct support.   | I can read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) with minimal support.  | I can read and write words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) consistently and independently.  | I can read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) consistently and independently beyond grade level expectation.   |
|  | I can identify and read abbreviations (e.g., Mr., Ave.) with direct support.   | I can identify and read abbreviations (e.g., Mr., Ave.) with minimal support.  | I can identify, read and write abbreviations (e.g., Mr., Ave.) consistently and independently.   | I can identify and read abbreviations (e.g., Mr., Ave.) consistently and independently beyond grade level expectation.   |
|  | I can identify and read contractions (e.g., haven't, it's) with direct support.  | I can identify and read contractions (e.g., haven't, it's) with minimal support.   | I can identify, read and write contractions (e.g., haven't, it's) consistently and independently.  | I can identify and read contractions (e.g., haven't, it's) consistently and independently beyond grade level expectation.  |
|  | I can monitor accuracy of decoding with direct support.  | I can monitor accuracy of decoding with minimal support.   | I can monitor accuracy of decoding consistently and independently.   | I can monitor accuracy of decoding consistently and independently beyond grade level expectation.  |
|  | I can use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions with direct support.                                | I can use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions with minimal support.                             | I can use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions consistently and independently.                             | I can use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions consistently and independently beyond grade level expectation.                            |
|  | I can ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text with direct support.    | I can ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text with minimal support. | I can ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text consistently and independently. | I can ask relevant questions, seek clarification, locate facts and details about stories and other texts and use text evidence to respond to literature consistently and independently beyond grade level expectation. |
| <b>Fluency</b>   |  |  |  |  |
| Students read grade-level text with fluency and comprehension.   | I can read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension with direct support. (below 72 words per minute) | I can read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension with minimal support. (72-89 words per minute) | I can read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension consistently and independently. (90 words per minute)    | I can read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension consistently and independently beyond grade level expectation.                         |
|  | I can identify, read and write at least 300 high-frequency words from a commonly used list with direct support.  | I can identify, read and write at least 300 high-frequency words from a commonly used list with minimal support.   | I can identify, read and write at least 300 high-frequency words from a commonly used list consistently and independently.   | I can identify, read and write at least 300 high-frequency words from a commonly used list consistently and independently beyond grade level expectation.  |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed   | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure   | Level 4<br>Extending   |
|--|--|---|---|--|
|  | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently  | Understands and applies skills/concepts beyond grade level expectations  |
| <b>Vocabulary Development (embedded)</b>   |  |   |   |  |
| Students understand new vocabulary and use it when reading and writing.  | I can use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) with direct support.  | I can use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) with minimal support.  | I can use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) consistently and independently.  | I can use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) consistently and independently beyond grade level expectation.  |
|  | I can use context to determine the relevant meaning of unfamiliar words or multiple-meaning words with direct support.   | I can use context to determine the relevant meaning of unfamiliar words or multiple-meaning words with minimal support.   | I can use context to determine the relevant meaning of unfamiliar words or multiple-meaning words consistently and independently.   | I can use context to determine the relevant meaning of unfamiliar words or multiple-meaning words consistently and independently beyond grade level expectation.   |
|  | I can identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning with direct support.   | I can identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning with minimal support.   | I can identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning consistently and independently.   | I can identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning consistently and independently beyond grade level expectation.   |
|  | I can alphabetize a series of words and use a dictionary or a glossary to find words with direct support.  | I can alphabetize a series of words and use a dictionary or a glossary to find words with minimal support.  | I can alphabetize a series of words and use a dictionary or a glossary to find words consistently and independently.  | I can alphabetize a series of words and use a dictionary or a glossary to find words consistently and independently beyond grade level expectation.  |
| <b>Comprehension of Literary Text/Theme and Genre</b>  |  |   |   |  |
| Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. | I can identify moral lessons as themes in well-known fables, legends, myths, or stories with direct support.   | I can identify moral lessons as themes in well-known fables, legends, myths, or stories with minimal support.   | I can identify moral lessons as themes in well-known fables, legends, myths, or stories consistently and independently.   | I can identify moral lessons as themes in well-known fables, legends, myths, or stories consistently and independently beyond grade level expectation.   |
|  | I can compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot with direct support. | I can compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot with minimal support. | I can compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot consistently and independently. | I can compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot consistently and independently beyond grade level expectation. |
| <b>Comprehension of Literary Text/Poetry</b>   |  |   |   |  |
| Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.  | I can describe how rhyme, rhythm, and repetition interact to create images in poetry with direct support.  | I can describe how rhyme, rhythm, and repetition interact to create images in poetry with minimal support.  | I can describe how rhyme, rhythm, and repetition interact to create images in poetry consistently and independently.  | I can describe how rhyme, rhythm, and repetition interact to create images in poetry consistently and independently beyond grade level expectation.  |
| <b>Comprehension of Literary Text/Fiction</b>  |  |   |   |  |
| Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.   | I can describe similarities and differences in the plots and settings of several works by the same author with direct support.   | I can describe similarities and differences in the plots and settings of several works by the same author with minimal support.   | I can describe similarities and differences in the plots and settings of several works by the same author consistently and independently.   | I can describe similarities and differences in the plots and settings of several works by the same author consistently and independently beyond grade level expectation.   |
|  | I can describe main characters in works of fiction, including their traits, motivations, and feelings with direct support.   | I can describe main characters in works of fiction, including their traits, motivations, and feelings with minimal support.   | I can describe main characters in works of fiction, including their traits, motivations, and feelings consistently and independently.   | I can describe main characters in works of fiction, including their traits, motivations, and feelings consistently and independently beyond grade level expectation.   |

| <b>Second Grade Performance Reporting Rubric</b>   |  |   |  |  |
|--|--|---|--|--|
| <b>Goals and Objective for each major component of the student performance being assessed</b>  | <b>Level 1<br/>Beginning</b>   | <b>Level 2<br/>Developing</b>   | <b>Level 3<br/>Secure</b>  | <b>Level 4<br/>Extending</b>   |
|  | <b>Exhibits skill/concept with direct support</b>  | <b>Exhibits skill/concept with minimal support</b>  | <b>Exhibits mastery of grade level skill/concept consistently and independently</b>  | <b>Understands and applies skills/concepts beyond grade level expectations</b>   |
| <b>Comprehension of Literary Text/Literary Nonfiction</b>  |  |   |  |  |
| Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.                             | I can distinguish between fiction and nonfiction with direct support.  | I can distinguish between fiction and nonfiction with minimal support.  | I can distinguish between fiction and nonfiction consistently and independently  | I can distinguish between fiction and nonfiction consistently and independently beyond grade level expectation.  |
| <b>Comprehension of Informational Text/Expository Text</b>   |  |   |  |  |
| Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding.   | I can identify the main idea in a text and distinguish it from the topic with direct support.                                  | I can identify the main idea in a text and distinguish it from the topic with minimal support.                                  | I can identify the main idea in a text and distinguish it from the topic consistently and independently  | I can identify the main idea in a text and distinguish it from the topic consistently and independently beyond grade level expectation.                                  |
|  | I can locate the facts that are clearly stated in a text with direct support.  | I can locate the facts that are clearly stated in a text with minimal support.  | I can locate the facts that are clearly stated in a text consistently and independently  | I can locate the facts that are clearly stated in a text consistently and independently beyond grade level expectation.  |
|  | I can describe the order of events or ideas in a text with direct support.   | I can describe the order of events or ideas in a text with minimal support.   | I can describe the order of events or ideas in a text consistently and independently   | I can describe the order of events or ideas in a text consistently and independently beyond grade level expectation.   |
|  | I can use text features (e.g., table of contents, index, headings) to locate specific information in text with direct support. | I can use text features (e.g., table of contents, index, headings) to locate specific information in text with minimal support. | I can use text features (e.g., table of contents, index, headings, captions and illustrations) to locate specific information in text consistently and independently | I can use text features (e.g., table of contents, index, headings) to locate specific information in text consistently and independently beyond grade level expectation. |
| <b>Comprehension of Informational Text/Procedural Text</b>   |  |   |  |  |
| Students understand how to glean and use information in procedural texts and documents.  | I can follow written multi-step directions with direct support.  | I can follow written multi-step directions with minimal support.  | I can follow written multi-step directions consistently and independently  | I can follow written multi-step directions consistently and independently beyond grade level expectation.  |
| <b>Media Literacy</b>  |  |   |  |  |
| Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. | I can recognize different purposes of media (e.g., informational, entertainment) with direct support.                          | I can recognize different purposes of media (e.g., informational, entertainment) with minimal support.                          | I can recognize different purposes of media (e.g., informational, entertainment, persuasive) consistently and independently  | I can recognize different purposes of media (e.g., informational, entertainment) consistently and independently beyond grade level expectation.                          |
|  | I can describe techniques used to create media messages (e.g., sound, graphics) with direct support.                           | I can describe techniques used to create media messages (e.g., sound, graphics) with minimal support.                           | I can describe techniques used to create media messages (e.g., sound, graphics) consistently and independently   | I can describe techniques used to create media messages (e.g., sound, graphics) consistently and independently beyond grade level expectation.                           |



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|--|---|--|--|---|
| Goals and Objective for each major component of the student performance being assessed   | Level 1<br>Beginning  | Level 2<br>Developing  | Level 3<br>Secure  | Level 4<br>Extending  |
|  | Exhibits skill/concept with direct support  | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Writing Process</b>   |   |  |  |   |
| Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.                            | I can plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) with direct support  | I can plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) with minimal support  | I can plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) consistently and independently  | I can begin and complete the entire writing process consistently and independently with greater complexity.   |
|  | I can develop drafts by sequencing ideas through writing sentences with direct support.   | I can develop drafts by sequencing ideas through writing sentences with minimal support  | I can develop drafts by sequencing ideas through writing sentences consistently and independently  | I can develop drafts by sequencing with complex ideas through writing sentences.  |
|  | I can revise drafts by adding or deleting words, phrases, or sentences with direct support  | I can revise drafts by adding or deleting words, phrases, or sentences with minimal support  | I can revise drafts by adding or deleting words, phrases, or sentences consistently and independently  | I can revise drafts by adding or deleting words, phrases, or sentences with self initiative with self directed subjects   |
|  | I can edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric with direct support   | I can edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric with minimal support   | I can edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric consistently and independently   | I can edit drafts for grammar, punctuation, and spelling are used consistently and independently on self directed ideas and topics  |
|  | I can publish and share writing with others with direct support   | I can publish and share writing with others with minimal support   | I can publish and share writing with others consistently and independently   | I can publish and shares writing of self directed ideas and topics  |
| <b>Literary Texts</b>  |   |  |  |   |
| Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.                              | I can write brief stories that include a beginning, middle, and end with direct support   | I can write brief stories that include a beginning, middle, and end with minimal support   | I can write brief stories that include a beginning, middle, and end consistently and independently   | I can write brief stories that include a beginning, middle, and end consistently and independently, self-directed   |
|  | I can write short poems that convey sensory details with direct support   | I can write short poems that convey sensory details with minimal support   | I can write short poems that convey sensory details consistently and independently   | I can write short poems that convey sensory details consistently and independently, self-directed   |
| <b>Expository and Procedural Texts</b>   |   |  |  |   |
| Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. | I can write brief compositions about topics of interest to the student with direct support  | I can write brief compositions about topics of interest to the student with minimal support  | I can write brief compositions about topics of interest consistently and independently   | I can write brief compositions about topics of interest to the student consistently and independently, self-directed  |
|  | I can write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) with direct support     | I can write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) with minimal support     | I can write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) consistently and independently | I can write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) consistently and independently, self-directed     |
| <b>Persuasive Texts</b>  |   |  |  |   |
| Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.                                 | I can write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community with direct support | I can write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community with minimal support | I can write persuasively about issues that are important for an appropriate audience consistently and independently  | I can write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community consistently and independently, self-directed |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed  | Level 1<br>Beginning  | Level 2<br>Developing  | Level 3<br>Secure  | Level 4<br>Extending  |
|---|---|--|--|---|
|   | Exhibits skill/concept with direct support  | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Oral and Written Conventions</b>   |   |  |  |   |
| Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. | I can use verbs (past, present, and future) and adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) correctly to read, write and speak with direct support.    | I can use verbs (past, present, and future) and adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) correctly to read, write and speak with minimal support.    | I can use verbs (past, present, and future) and adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) correctly to read, write and speak independently and consistently.    | I can use verbs (past, present, and future) and adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) correctly to read, write and speak independently and consistently, self-directed.    |
|   | I can use nouns (singular/plural, common/proper) and pronouns (e.g., he, him) correctly to read, write and speak with direct support.   | I can use nouns (singular/plural, common/proper) and pronouns (e.g., he, him) correctly to read, write and speak with minimal support.   | I can use nouns (singular/plural, common/proper) and pronouns (e.g., he, him) correctly to read, write and speak independently and consistently.   | I can use nouns (singular/plural, common/proper) and pronouns (e.g., he, him) correctly to read, write and speak independently and consistently, self-directed.   |
| Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. | I can use adverbs (e.g., time: before, next; manner: carefully, beautifully) and prepositions and prepositional phrases correctly to read, write and speak with direct support. | I can use adverbs (e.g., time: before, next; manner: carefully, beautifully) and prepositions and prepositional phrases correctly to read, write and speak with minimal support. | I can use adverbs (e.g., time: before, next; manner: carefully, beautifully) and prepositions and prepositional phrases correctly to read, write and speak independently and consistently. | I can use adverbs (e.g., time: before, next; manner: carefully, beautifully) and prepositions and prepositional phrases correctly to read, write and speak independently and consistently, self-directed. |
|   | I can use complete sentences with correct subject-verb agreement with direct support  | I can use complete sentences with correct subject-verb agreement with minimal support  | I can use complete sentences with correct subject-verb agreement consistently and independently  | I can use complete sentences with correct subject-verb agreement consistently and independently, self-directed  |
|   | I can distinguish among declarative and interrogative sentences with direct support   | I can distinguish among declarative and interrogative sentences with minimal support   | I can distinguish among declarative and interrogative sentences consistently and independently   | I can distinguish among declarative and interrogative sentences consistently and independently, self-directed   |
| <b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>  |   |  |  |   |
| Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.  | I can write legibly leaving appropriate margins for readability with direct support   | I can write legibly leaving appropriate margins for readability with minimal support   | I can write legibly leaving appropriate margins for readability consistently and independently   | I can write legibly leaving appropriate margins for readability consistently and independently, self-directed   |
|   | I can use capitalization with direct support<br>(i) proper nouns<br>(ii) months and days of the week<br>(iii) the salutation and closing of a letter                            | I can use capitalization with support<br>(i) proper nouns<br>(ii) months and days of the week<br>(iii) the salutation and closing of a letter                                    | I can use capitalization for consistently and independently<br>(i) proper nouns<br>(ii) months and days of the week<br>(iii) the salutation and closing of a letter                        | I can use capitalization for consistently and independently, above and beyond<br>(i) proper nouns<br>(ii) months and days of the week<br>(iii) the salutation and closing of a letter                     |
|   | I can recognize and use punctuation marks, with direct support<br>(i) ending punctuation in sentences<br>(ii) apostrophes and contractions<br>(iii) apostrophes and possessives | I can recognize and use punctuation marks, with minimal support<br>(i) ending punctuation in sentences<br>(ii) apostrophes and contractions<br>(iii) apostrophes and possessives | I can recognize and use punctuation marks, consistently and independently<br>(i) ending punctuation in sentences<br>(ii) apostrophes and contractions<br>(iii) apostrophes and possessives | I can recognize and use punctuation marks, consistently and independently, self-directed<br>(i) ending punctuation in sentences<br>(ii) apostrophes and contractions<br>(iii) apostrophes and possessives |



## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure  | Level 4<br>Extending   |
|--|--|---|--|--|
|  | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations  |
| <b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>       |  |   |  |  |
|  | I can spell base words with inflectional endings (e.g., -ing and -ed) with direct support  | I can spell base words with inflectional endings (e.g., -ing and -ed) with minimal support  | I can spell base words with inflectional endings (e.g., -ing and -ed) consistently and independently   | I can spell base words with inflectional endings (e.g., -ing and -ed) consistently and independently, above and beyond grade level expectations.   |
|  | I can spell simple contractions (e.g., isn't, aren't, can't) with direct support   | I can spell simple contractions (e.g., isn't, aren't, can't) with minimal support   | I can spell simple contractions (e.g., isn't, aren't, can't) consistently and independently  | I can spell simple contractions (e.g., isn't, aren't, can't) consistently and independently, above and beyond grade level expectations.  |
|  | I can use resources to find correct spellings with direct support  | I can use resources to find correct spellings with minimal support  | I can use resources to find correct spellings consistently and independently   | I can use resources to find correct spellings consistently and independently, above and beyond grade level expectations.   |
| <b>Research/Research Plan</b>  |  |   |  |  |
| Students ask open-ended research questions and develop a plan for answering them.      | I can generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics with direct support.  | I can generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics with minimal support.  | I can generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics consistently and independently  | I can independently generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics and applies to everyday life.   |
|  | I can decide what sources of information might be relevant to answer these questions with direct support.  | I can decide what sources of information might be relevant to answer these questions with minimal support.  | I can decide what sources of information might be relevant to answer these questions consistently and independently  | I can independently decide what sources of information might be relevant to answer these questions consistently and independently  |
| <b>Research/Gathering Sources</b>  |  |   |  |  |
|  | I can gather evidence from available sources (natural and personal) as well as from interviews with local experts with direct support.   | I can gather evidence from available sources (natural and personal) as well as from interviews with local experts with minimal support.   | I can gather evidence from available sources (natural and personal) as well as from interviews with local experts consistently and independently   | I can independently gather evidence from available sources (natural and personal) as well as from interviews with local experts consistently and independently   |
|  | I can use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information with direct support. | I can use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information with minimal support. | I can use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information consistently and independently | I can independently use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information consistently and independently |
|  | I can record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) with direct support.   | I can record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) with minimal support.   | I can record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) consistently and independently   | I can record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) consistently and independently   |
| <b>Research/Synthesizing Information</b>   |  |   |  |  |
|  | I can revise the topic as a result of answers to initial research questions with direct support.   | I can revise the topic as a result of answers to initial research questions with minimal support.   | I can revise the topic as a result of answers to initial research questions consistently and independently   | I can independently revise the topic as a result of answers to initial research questions consistently and independently   |
| <b>Research/Organizing and Presenting Ideas</b>  |  |   |  |  |
|  | I can create a visual display or dramatization to convey the results of the research with direct support.  | I can create a visual display or dramatization to convey the results of the research with minimal support.  | I can create a visual display or dramatization to convey the results of the research independently and consistently.   | I can independently create a visual display or dramatization to convey the results of the research independently and consistently  |

| <b>Second Grade Performance Reporting Rubric</b>   |  |   |  |   |
|--|--|---|--|---|
| <b>Goals and Objective for each major component of the student performance being assessed</b>  | <b>Level 1<br/>Beginning</b>   | <b>Level 2<br/>Developing</b>   | <b>Level 3<br/>Secure</b>  | <b>Level 4<br/>Extending</b>  |
|  | <b>Exhibits skill/concept with direct support</b>  | <b>Exhibits skill/concept with minimal support</b>  | <b>Exhibits mastery of grade level skill/concept consistently and independently</b>  | <b>Understands and applies skills/concepts beyond grade level expectations</b>  |
| <b>Listening, Speaking &amp; Teamwork: Listening</b>   |  |   |  |   |
| Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. | I can listen attentively to speakers and ask relevant questions to clarify with direct support.  | I can listen attentively to speakers and ask relevant questions to clarify with minimal support.  | I can listen attentively to speakers and ask relevant questions to clarify information consistently and independently  | I can listen attentively to speakers and ask relevant questions, make comparisons and inferences to clarify information consistently and independently  |
|  | I can follow, restate, and give oral instructions that involve a short related sequence of actions with direct support.  | I can follow, restate, and give oral instructions that involve a short related sequence of actions with minimal support.  | I can follow, restate, and give oral instructions that involve a short related sequence of actions consistently and independently  | I can follow, restate, and give oral instructions and make comparisons that involve a short related sequence of actions consistently and independently  |
| <b>Listening, Speaking &amp; Teamwork: Speaking</b>  |  |   |  |   |
|  | I can share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language with direct support.  | I can share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language with minimal support.  | I can share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language consistently and independently  | I can share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language consistently and independently   |
| <b>Listening, Speaking &amp; Teamwork: Teamwork</b>  |  |   |  |   |
|  | I can follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions with direct support.  | I can follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions with minimal support.  | I can follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions consistently and independently  | I can follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions consistently and independently   |
| <b>Math: Mathematical Process Standards</b>  |  |   |  |   |
| The student uses mathematical processes to acquire and demonstrate mathematical understanding.   | I can apply mathematics to problems arising in everyday life, society, and the workplace with direct support   | I can apply mathematics to problems arising in everyday life, society, and the workplace with minimal support   | I can apply mathematics to problems arising in everyday life, society, and the workplace consistently and independently  | I can analyze mathematical problems arising in everyday life, society, and the workplace and model potential solutions.   |
|  | I can use problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution with direct support. | I can use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution with minimal support. | I can use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution consistently and independently | I can apply what I have learned to develop and use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution for problems they have created themselves. |
|  | I can select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems with direct support                                  | I can select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems with minimal support                                    | I can select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems consistently and independently                                   | I can develop tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.   |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed | Level 1<br>Beginning | Level 2<br>Developing                      | Level 3<br>Secure                           | Level 4<br>Extending   |
|--|----------------------|--|---|--|
|  |                      | Exhibits skill/concept with direct support | Exhibits skill/concept with minimal support | Exhibits mastery of grade level skill/concept consistently and independently |

### Math: Mathematical Process Standards

|  |  |   |  |  |
|--|--|---|--|--|
| The student uses mathematical processes to acquire and demonstrate mathematical understanding. | I can communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate with direct support | I can communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate with minimal support | I can communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate consistently. | I can communicate advanced mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate to a wider audience. |
|  | I can create and uses representations to organize, record, and communicate mathematical ideas with direct support.   | I can create and uses representations to organize, record, and communicate mathematical ideas with minimal support.   | I can create and uses representations to organize, record, and communicate mathematical ideas consistently   | I can independently create and use representations to organize, record, and communicate mathematical ideas.  |
|  | I can analyze mathematical relationships to connect and communicate mathematical ideas with direct support.  | I can analyze mathematical relationships to connect and communicate mathematical ideas with minimal support.  | I can analyze mathematical relationships to connect and communicate mathematical ideas consistently  | I can independently analyze mathematical relationships to connect and communicate mathematical ideas us.   |
|  | I can display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication with direct support.                               | I can display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication with minimal support.                               | I can display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication consistently                                 | I can independently display, explain, and justify mathematical ideas and arguments using precise mathematical language consistently in written or oral communication.                                  |

### Number and Operations

|   |  |   |   |  |
|---|--|---|---|--|
| The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. | I can use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones with direct support. | I can use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones with minimal support. | I can consistently use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones. | I can independently use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones. |
|   | I can use standard, word, and expanded forms to represent numbers up to 1,200 with direct support.   | I can use standard, word, and expanded forms to represent numbers up to 1,200 with minimal support.   | I can consistently use standard, word, and expanded forms to represent numbers up to 1,200  | I can independently use standard, word, and expanded forms to represent numbers up to 1,200  |
|   | I can generate a number that is greater than or less than a given whole number up to 1,200 with direct support.  | I can generate a number that is greater than or less than a given whole number up to 1,200 with minimal support.  | I can consistently generate a number that is greater than or less than a given whole number up to 1,200   | I can independently generate a number that is greater than or less than a given whole number up to 1,200   |
|   | I can use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) with direct support.                                | I can use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) with minimal support.                                | I can consistently use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)                                 | I can independently use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)                                 |
|   | I can locate the position of a given whole number on an open number line with direct support.  | I can locate the position of a given whole number on an open number line with minimal support.  | I can consistently locate the position of a given whole number on an open number line   | I can independently locate the position of a given whole number on an open number line   |
|   | I can name the whole number that corresponds to a specific point on a number line with direct support.   | I can name the whole number that corresponds to a specific point on a number line with minimal support.   | I can consistently name the whole number that corresponds to a specific point on a number line.   | I can independently name the whole number that corresponds to a specific point on a number line.   |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed  | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure   | Level 4<br>Extending   |
|---|--|---|---|--|
|   | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently  | Understands and applies skills/concepts beyond grade level expectations  |
| <b>Number and Operations</b>  |  |   |   |  |
| The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole.   | I can partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words with direct support.  | I can partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words with minimal support.  | I can partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words consistently.  | I can independently partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.  |
|   | I can explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part with direct support.                            | I can explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part with minimal support.                            | I can explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part consistently.                            | I can independently explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.                            |
|   | I can use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole with direct support.                                   | I can use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole with minimal support.                                   | I can use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole consistently.                                   | I can independently use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.                                   |
|   | I can identify examples and non-examples of halves, fourths, and eighths with direct support.  | I can identify examples and non-examples of halves, fourths, and eighths with minimal support.  | I can identify examples and non-examples of halves, fourths, and eighths consistently.  | I can independently identify examples and non-examples of halves, fourths, and eighths.  |
| <b>Number and Operations: Whole Number Computations</b>   |  |   |   |  |
| The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy | I can recall basic facts to add and subtract within 20 with automaticity with direct support.  | I can recall basic facts to add and subtract within 20 with automaticity with minimal support.  | I can recall basic facts to add and subtract within 20 with automaticity consistently.  | I can independently recall basic facts to add and subtract within 20 with automaticity.  |
|   | I can add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations with direct support. | I can add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations with minimal support. | I can add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations consistently. | I can independently add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. |
|   | I can solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms with direct support.  | I can solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms with minimal support.  | I can solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms consistently.  | I can independently solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.  |
|   | I can generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 with direct support.                       | I can generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 with minimal support.                       | I can generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 consistently.                       | I can independently generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.                       |
| <b>Coins</b>  |  |   |   |  |
| The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions.   | I can determine the value of a collection of coins up to one dollar with direct support.   | I can determine the value of a collection of coins up to one dollar with minimal support.   | I can determine the value of a collection of coins up to one dollar consistently.   | I can independently determine the value of a collection of coins up to one dollar.   |
|   | I can use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins with direct support.  | I can use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins with minimal support.  | I can use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins consistently.  | I can independently use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.  |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed   | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure   | Level 4<br>Extending   |
|--|--|---|---|--|
|  | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently  | Understands and applies skills/concepts beyond grade level expectations  |
| <b>Connect Repeated Addition and Subtraction to Multiplication and Division</b>  |  |   |   |  |
| The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. | I can model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined with direct support.  | I can model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined with minimal support.  | I can model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined consistently.  | I can independently model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.  |
|  | I can model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets with direct support.   | I can model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets with minimal support.   | I can model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets consistently.   | I can independently model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.   |
| <b>Algebraic Reasoning</b>   |  |   |   |  |
| The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.           | I can determine whether a number up to 40 is even or odd using pairings of objects to represent the number with direct support.  | I can determine whether a number up to 40 is even or odd using pairings of objects to represent the number with minimal support.  | I can determine whether a number up to 40 is even or odd using pairings of objects to represent the number consistently.  | I can independently determine whether a number up to 40 is even or odd using pairings of objects to represent the number.  |
|  | I can use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200 with direct support.  | I can use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200 with minimal support.  | I can use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200 consistently.  | I can independently use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.  |
|  | I can represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem with direct support.  | I can represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem with minimal support.  | I can represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem consistently.  | I can independently represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.  |
| <b>Geometry</b>  |  |   |   |  |
| The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. | I can create two-dimensional shapes based on given attributes, including number of sides and vertices with direct support.   | I can create two-dimensional shapes based on given attributes, including number of sides and vertices with minimal support.   | I can create two-dimensional shapes based on given attributes, including number of sides and vertices consistently.   | I can independently create two-dimensional shapes based on given attributes, including number of sides and vertices.   |
|  | I can classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language with direct support. | I can classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language with minimal support. | I can classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language consistently. | I can independently classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language. |
|  | I can classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices with direct support.   | I can classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices with minimal support.   | I can classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices consistently.   | I can independently classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices.   |
|  | I can compose two-dimensional shapes and three-dimensional solids with given properties or attributes with direct support.   | I can compose two-dimensional shapes and three-dimensional solids with given properties or attributes with minimal support.   | I can compose two-dimensional shapes and three-dimensional solids with given properties or attributes consistently.   | I can independently compose two-dimensional shapes and three-dimensional solids with given properties or attributes.   |
|  | I can decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts with direct support.                       | I can decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts with minimal support.                       | I can decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts consistently.                       | I can independently decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.                       |



## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed   | Level 1<br>Beginning  | Level 2<br>Developing  | Level 3<br>Secure  | Level 4<br>Extending  |
|--|---|--|--|---|
|  | Exhibits skill/concept with direct support  | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Measurement and Time</b>  |   |  |  |   |
| The student applies mathematical process standards to select and use units to describe length, area, and time.                           | I can find the length of objects using concrete models for standard units of length with direct support.  | I can find the length of objects using concrete models for standard units of length  | I can find the length of objects using concrete models for standard units of length consistently.  | I can independently find the length of objects using concrete models for standard units of length.  |
|  | I can describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object with direct support.   | I can describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object with minimal support.   | I can describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object consistently.   | I can independently describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.   |
|  | I can represent whole numbers as distances from any given location on a number line with direct support.  | I can represent whole numbers as distances from any given location on a number line with minimal support.  | I can represent whole numbers as distances from any given location on a number line consistently.  | I can independently represent whole numbers as distances from any given location on a number line.  |
| The student applies mathematical process standards to select and use units to describe length, area, and time.                           | I can determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes with direct support.  | I can determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes with minimal support.  | I can determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes consistently.  | I can independently determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.  |
|  | I can determine a solution to a problem involving length, including estimating lengths with direct support.   | I can determine a solution to a problem involving length, including estimating lengths with minimal support.   | I can determine a solution to a problem involving length, including estimating lengths consistently.   | I can independently determine a solution to a problem involving length, including estimating lengths.   |
|  | I can use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit with direct support. | I can use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit with minimal support. | I can use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit consistently. | I can independently use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit. |
|  | I can read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m. with direct support.  | I can read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m. with minimal support.  | I can read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m. consistently.  | I can independently read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.   |
| <b>Data Analysis</b>   |   |  |  |   |
| The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. | I can explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category with direct support.  | I can explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category with minimal support.  | I can explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category consistently.  | I can independently explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category.  |
|  | I can organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more with direct support.  | I can organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more with minimal support.  | I can organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more consistently.  | I can independently organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.  |
|  | I can write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one with direct support.  | I can write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one with minimal support.  | I can write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one consistently.  | I can independently write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.  |
|  | I can draw conclusions and make predictions from information in a graph with direct support.  | I can draw conclusions and make predictions from information in a graph with minimal support.  | I can draw conclusions and make predictions from information in a graph consistently.  | I can independently draw conclusions and make predictions from information in a graph.  |



## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed  | Level 1<br>Beginning  | Level 2<br>Developing  | Level 3<br>Secure  | Level 4<br>Extending  |
|---|---|--|--|---|
|   | Exhibits skill/concept with direct support  | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Personal Financial Literacy</b>  |   |  |  |   |
| The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. | I can calculate how money saved can accumulate into a larger amount over time with direct support.  | I can calculate how money saved can accumulate into a larger amount over time with minimal support.  | I can calculate how money saved can accumulate into a larger amount over time consistently.  | I can independently calculate and explain how money saved can accumulate into a larger amount over time.  |
|   | I can explain that saving is an alternative to spending with direct support.  | I can explain that saving is an alternative to spending with minimal support.  | I can explain that saving is an alternative to spending consistently.  | I can independently explain that saving is an alternative to spending.  |
|   | I can distinguish and explain between a deposit and a withdrawal with direct support.   | I can distinguish and explain between a deposit and a withdrawal with minimal support.   | I can distinguish and explain between a deposit and a withdrawal consistently.   | I can independently distinguish and explain between a deposit and a withdrawal.   |
|   | I can identify examples of borrowing and distinguish between responsible and irresponsible borrowing with direct support.   | I can identify examples of borrowing and distinguish between responsible and irresponsible borrowing with minimal support.   | I can identify examples of borrowing and distinguish between responsible and irresponsible borrowing consistently.   | I can independently identify and explain examples of borrowing and distinguish between responsible and irresponsible borrowing.   |
|   | I can identify examples of lending and use concepts of benefits and costs to evaluate lending decisions with direct support.  | I can identify examples of lending and use concepts of benefits and costs to evaluate lending decisions with minimal support.  | I can identify examples of lending and use concepts of benefits and costs to evaluate lending decisions consistently.  | I can independently identify examples of lending and use concepts of benefits and costs to evaluate lending decisions.  |
|   | I can differentiate between producers and consumers and calculate the cost to produce a simple item with direct support.  | I can differentiate between producers and consumers and calculate the cost to produce a simple item with minimal support.  | I can differentiate between producers and consumers and calculate the cost to produce a simple item consistently.  | I can independently differentiate between producers and consumers and calculate the cost to produce a simple item.  |
| <b>Science: Scientific Investigation and Reasoning/Scientific Inquiry Classroom and Outdoor Investigations</b>                      |   |  |  |   |
| The student conducts classroom and outdoor investigations following home and school safety procedures.                              | I can identify and demonstrate safety practices with tools during investigations with direct support.   | I can identify and demonstrate safety practices with tools during investigations with minimal support.   | I can identify and demonstrate safety practices with tools during investigations consistently.   | I can identify and demonstrate safety practices with tools during investigations.   |
|   | I can describe the importance of safe practices with direct support.  | I can describe the importance of safe practices with minimal support.  | I can describe the importance of safe practices consistently.  | I can describe the importance of safe practices.  |
|   | I can identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal with direct support. | I can identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal with minimal support. | I can identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal consistently. | I can identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal. |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed  | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure  | Level 4<br>Extending   |
|---|--|---|--|--|
|   | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/ concepts beyond grade level expectations   |
| <b>Scientific Inquiry</b>   |  |   |  |  |
| The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations.  | I can ask questions about organisms, objects, and events during observations and investigations with direct support.   | I can ask questions about organisms, objects, and events during observations and investigations with minimal support.   | I can ask questions about organisms, objects, and events during observations and investigations consistently.  | I can ask questions about organisms, objects, and events during observations and investigations consistently and independently.  |
|   | I can plan and conduct descriptive investigations such as how organisms grow with direct support.  | I can plan and conduct descriptive investigations such as how organisms grow with minimal support.  | I can plan and conduct descriptive investigations such as how organisms grow consistently.   | I can independently plan and conduct descriptive investigations such as how to grow organisms.   |
|   | I can collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools with direct support. | I can collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools with minimal support. | I can collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools consistently.        | I can independently collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools.       |
|   | I can record and organize data using pictures, numbers, and words with direct support.   | I can record and organize data using pictures, numbers, and words with minimal support.   | I can record and organize data using pictures, numbers, and words consistently.  | I can independently record and organize data using pictures, numbers, and words.   |
|   | I can communicate observations and justify explanations using student-generated data from simple descriptive investigations with direct support.                         | I can communicate observations and justify explanations using student-generated data from simple descriptive investigations with minimal support.                         | I can communicate observations and justify explanations using student-generated data from simple descriptive investigations consistently.                                | I can independently communicate observations and justify explanations using student-generated data from simple descriptive investigations.                               |
|   | I can compare results of investigations with what students and scientists know about the world with direct support.  | I can compare results of investigations with what students and scientists know about the world with minimal support.  | I can compare results of investigations with what students and scientists know about the world consistently.   | I can independently compare results of investigations with what students and scientists know about the world.  |
| <b>Scientific Inquiry/Critical Thinking</b>   |  |   |  |  |
| The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. | I can identify and explain a problem in my own words and propose a task and solution for the problem with direct support.  | I can identify and explain a problem in my own words and propose a task and solution for the problem with minimal support.  | I can identify and explain a problem in my own words and propose a task and solution for the problem, such as lack of water in a habitat, consistently and independently | I can identify and explain a problem in my own words and propose a task and solution for the problem, such as lack of water in a habitat, consistently and independently |
|   | I can make predictions based on observable patterns with direct support.   | I can make predictions based on observable patterns with minimal support.   | I can make predictions based on observable patterns consistently and independently   | I can make predictions based on observable patterns consistently and independently   |
|   | I can identify what a scientist is and explore what different scientists do with direct support.   | I can identify what a scientist is and explore what different scientists do with minimal support.   | I can independently identify what a scientist is and explore what different scientists do.   | I can independently follow my own interest to investigate/ research different scientist and explore what they do.  |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed | Level 1<br>Beginning  | Level 2<br>Developing  | Level 3<br>Secure  | Level 4<br>Extending  |
|--|---|--|--|---|
|  | Exhibits skill/concept with direct support  | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Scientific Inquiry/Investigate the Natural World</b>                                |   |  |  |   |
| The student uses age-appropriate tools and models to investigate the natural world.    | with direct I can collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums support. | I can collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums with minimal support. | I can collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums consistently. | I can independently collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums. |
|  | I can measure and compare organisms and objects using non-standard units that approximate metric units with direct support.   | I can measure and compare organisms and objects using non-standard units that approximate metric units with minimal support.   | I can measure and compare organisms and objects using non-standard units that approximate metric units consistently.   | I can independently measure and compare organisms and objects using non-standard units that approximate metric units.   |
| <b>Force, Motion, and Energy</b>   |   |  |  |   |
| The student knows that forces cause change and energy exists in many forms.            | I can investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter with direct support.  | I can investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter with minimal support.  | I can investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter consistently.  | I can independently investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter.  |
|  | I can observe and identify how magnets are used in everyday life with direct support.   | I can observe and identify how magnets are used in everyday life with minimal support.   | I can observe and identify how magnets are used in everyday life consistently.   | I can independently observe and identify how magnets are used in everyday life.   |
|  | I can trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp with direct support.  | I can trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp with minimal support.  | I can trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp consistently.  | I can independently draw the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp.   |
|  | I can compare patterns of movement of objects such as sliding, rolling, and spinning with direct support.   | I can compare patterns of movement of objects such as sliding, rolling, and spinning with minimal support.   | I can compare patterns of movement of objects such as sliding, rolling, and spinning consistently.   | I can independently compare patterns of movement of objects such as sliding, rolling, and spinning.   |
| <b>Matter and Energy</b>   |   |  |  |   |
| Classify matter by properties and describes ways materials are changed.                | I can classify matter by physical properties with direct support.   | I can classify matter by physical properties with minimal support.   | I can classify matter by physical properties consistently.   | I can independently classify matter by physical properties  |
|  | I can compare changes in materials caused by heating and cooling with direct support.   | I can compare changes in materials caused by heating and cooling with minimal support.   | I can compare changes in materials caused by heating and cooling consistently.   | I can independently compare changes in materials caused by heating and cooling  |
|  | I can demonstrate that things can be done to materials to changes their physical properties with direct support.  | I can demonstrate that things can be done to materials to changes their physical properties with minimal support.  | I can demonstrate that things can be done to materials to changes their physical properties consistently.  | I can independently demonstrate that things can be done to materials to changes their physical properties   |
|  | I can combine materials that when put together can do things that they cannot do by themselves with direct support.   | I can combine materials that when put together can do things that they cannot do by themselves with minimal support.   | I can combine materials that when put together can do things that they cannot do by themselves consistently.   | I can independently combine materials that when put together can do things that they cannot do by themselves  |
|  | I can justify the selection of those materials based on their physical properties with direct support.  | I can justify the selection of those materials based on their physical properties with minimal support.  | I can justify the selection of those materials based on their physical properties consistently.  | I can independently justify the selection of those materials based on their physical properties   |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed                                  | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure   | Level 4<br>Extending  |
|---|--|---|---|---|
|   | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently  | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Earth and Space</b>  |  |   |   |   |
| The student knows that the natural world includes earth materials.  | I can observe and describes rocks by size, texture, and color with direct support.   | I can observe and describes rocks by size, texture, and color with minimal support.   | I can observe and describes rocks by size, texture, and color consistently.   | I can independently observe and describes rocks by size, texture, and color.  |
|   | I can identify and compares the properties of natural sources of freshwater and saltwater with direct support.   | I can identify and compares the properties of natural sources of freshwater and saltwater with minimal support.   | I can identify and compares the properties of natural sources of freshwater and saltwater consistently.   | I can independently identify and compares the properties of natural sources of freshwater and saltwater.  |
|   | I can distinguish between natural and manmade resources with direct support.   | I can distinguish between natural and manmade resources with minimal support.   | I can distinguish between natural and manmade resources consistently.   | I can independently distinguish between natural and manmade resources.  |
| The student knows that there are recognizable patterns in the natural world and among objects in the sky.               | I can measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data with direct support.        | I can measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data with minimal support.        | I can measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data consistently.          | I can independently measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data.         |
|   | I can identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation with direct support.   | I can identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation with minimal support.   | I can identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation consistently.   | I can independently identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation.  |
|   | I can explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions with direct support.  | I can explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions with minimal support.  | I can explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions consistently.  | I can independently explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions.   |
|   | I can observe, describe, and record patterns of objects in the sky, including the appearance of the Moon with direct support.  | I can observe, describe, and record patterns of objects in the sky, including the appearance of the Moon with minimal support.  | I can observe, describe, and record patterns of objects in the sky, including the appearance of the Moon consistently.  | I can independently observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.   |
|   | <b>Organisms and Environments</b>  |   |   |   |
| The student knows that living organisms have basic needs that must be met for them to survive within their environment. | I can identify the basic needs of plants and animals with direct support.  | I can identify the basic needs of plants and animals with minimal support.  | I can identify the basic needs of plants and animals consistently.  | I can independently identify the basic needs of plants and animals  |
|   | I can identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things with direct support. | I can identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things with minimal support. | I can identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things consistently.   | I can independently identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things   |
|   | I can compare and give examples of the ways living organisms depend on each other and on their environments with direct support.   | I can compare and give examples of the ways living organisms depend on each other and on their environments with minimal support.   | I can compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake, and wooded area consistently. | I can independently compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake, and wooded area |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed  | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure  | Level 4<br>Extending   |
|---|--|---|--|--|
|   | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations  |
| <b>Organisms and Environments - continued</b>   |  |   |  |  |
| The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. | I can observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs with direct support. | I can observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs with minimal support. | I can observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water consistently. | I can independently observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water |
|   | I can observe, record, and compare how the physical characteristics of plants help them meet their basic needs with direct support.                | I can observe, record, and compare how the physical characteristics of plants help them meet their basic needs with minimal support.                | I can observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant consistently.                      | I can independently observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant                      |
|   | I can investigate and record some of the unique stages that insects undergo during their life cycle with direct support.                           | I can investigate and record some of the unique stages that insects undergo during their life cycle with minimal support.                           | I can investigate and record some of the unique stages that insects undergo during their life cycle consistently.  | I can independently investigate and record some of the unique stages that insects undergo during their life cycle  |
| <b>Social Studies</b>   |  |   |  |  |
| <b>History</b>  |  |   |  |  |
| The student understands the historical significance of landmarks and celebrations in the community, state, and nation.                      | I can explain the significance of various community, state, and national celebrations with direct support.   | I can explain the significance of various community, state, and national celebrations with minimal support.   | I can explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving consistently.                       | I can independently explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.                      |
|   | I can identify and explain the significance of various community, state, and national landmarks with direct support.                               | I can identify and explain the significance of various community, state, and national landmarks with minimal support.                               | I can identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings consistently.   | I can independently identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.  |
| The student understands the concepts of time and chronology.  | I can describe the order of events by using designations of time periods such as historical and present times with direct support.                 | I can describe the order of events by using designations of time periods such as historical and present times with minimal support.                 | I can describe the order of events by using designations of time periods such as historical and present times consistently.  | I can independently describe the order of events by using designations of time periods such as historical and present times.   |
|   | I can apply vocabulary related to chronology with direct support.  | I can apply vocabulary related to chronology with minimal support.  | I can apply vocabulary related to chronology, including past, present, and future consistently.  | I can independently apply vocabulary related to chronology, including past, present, and future.   |
|   | I can create and interpret timelines for events with direct support.   | I can create and interpret timelines for events with minimal support.   | I can create and interpret timelines for events in the past and present consistently.  | I can independently create and interpret timelines for events in the past and present.   |
| The student understands how various sources provide information about the past and present.   | I can identify several sources of information about a given period with direct support.  | I can identify several sources of information about a given period with minimal support.  | I can identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources consistently.                           | I can independently identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources.                          |
|   | I can describe various evidence of the same time period using primary sources with direct support.   | I can describe various evidence of the same time period using primary sources with minimal support.   | I can describe various evidence of the same time period using primary sources such as photographs, journals, and interviews consistently.  | I can independently describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.   |



## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed                                     | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure   | Level 4<br>Extending   |
|--|--|---|---|--|
|  | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently  | Understands and applies skills/concepts beyond grade level expectations  |
| <b>History - continued</b>   |  |   |   |  |
| The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. | I can identify contributions of historical figures with direct support.  | I can identify contributions of historical figures with minimal support.  | I can identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation consistently.                            | I can independently identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation                             |
|  | I can identify historical figures with direct support.   | I can identify historical figures with minimal support.   | I can identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness consistently.   | I can independently identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness  |
|  | I can explain how people and events have influenced local community history with direct support.   | I can explain how people and events have influenced local community history with minimal support.   | I can explain how people and events have influenced local community history consistently.   | I can independently explain how people and events have influenced local community history  |
| <b>Geography</b>   |  |   |   |  |
| The student uses simple geographic tools such as maps and globes.  | I can interpret information on maps and globes using basic map elements with direct support.   | I can interpret information on maps and globes using basic map elements with minimal support.   | I can interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys consistently.  | I can independently interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys.  |
|  | I can create maps to show places and routes within the home, school, and community with direct support.  | I can create maps to show places and routes within the home, school, and community with minimal support.  | I can create maps to show places and routes within the home, school, and community consistently.  | I can independently create maps to show places and routes within the home, school, and community.  |
| The student understands the locations and characteristics of places and regions in the community, state, and nation.       | I can identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes with direct support. | I can identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes with minimal support. | I can identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes consistently.   | I can independently identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes.   |
|  | I can locate places of significance with direct support.   | I can locate places of significance with minimal support.   | I can locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes consistently, | I can independently locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes. |
|  | I can examine information from various sources about places and regions with direct support.   | I can examine information from various sources about places and regions with minimal support.   | I can examine information from various sources about places and regions consistently.   | I can independently examine information from various sources about places and regions.   |



## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed   | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure   | Level 4<br>Extending   |
|--|--|---|---|--|
|  | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently  | Understands and applies skills/concepts beyond grade level expectations  |
| <b>Geography - continued</b>   |  |   |   |  |
| The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. | I can describe how weather patterns and seasonal patterns affect activities and settlement patterns with direct support.   | I can describe how weather patterns and seasonal patterns affect activities and settlement patterns with minimal support.   | I can describe how weather patterns and seasonal patterns affect activities and settlement patterns consistently.   | I can independently describe how weather patterns and seasonal patterns affect activities and settlement patterns.   |
|  | I can describe how natural resources and natural hazards affect activities and settlement patterns with direct support.  | I can describe how natural resources and natural hazards affect activities and settlement patterns with minimal support.  | I can describe how natural resources and natural hazards affect activities and settlement patterns consistently.  | I can independently describe how natural resources and natural hazards affect activities and settlement patterns.  |
|  | I can explain how people depend on the physical environment and natural resources to meet basic needs with direct support.   | I can explain how people depend on the physical environment and natural resources to meet basic needs with minimal support.   | I can explain how people depend on the physical environment and natural resources to meet basic needs consistently.   | I can independently explain how people depend on the physical environment and natural resources to meet basic needs.   |
|  | I can identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns with direct support. | I can identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns with minimal support. | I can identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns consistently.                         | I can independently identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.                         |
| The student understands how humans use and modify the physical environment.  | I can identify ways in which people have modified the physical environment with direct support.  | I can identify ways in which people have modified the physical environment with minimal support.  | I can identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil consistently. | I can independently identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil. |
|  | I can identify positive and negative consequences of human modification of the physical environment with direct support.   | I can identify positive and negative consequences of human modification of the physical environment with minimal support.   | I can identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields consistently.                          | I can independently identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields.                          |
|  | I can identify ways people can conserve and replenish natural resources with direct support.   | I can identify ways people can conserve and replenish natural resources with minimal support.   | I can identify ways people can conserve and replenish natural resources consistently.   | I can independently identify ways people can conserve and replenish natural resources.   |
| <b>Economics</b>   |  |   |   |  |
| The student understands the value of work.   | I can explain how work provides income to purchase goods and services with direct support.   | I can explain how work provides income to purchase goods and services with minimal support.   | I can explain how work provides income to purchase goods and services consistently.   | I can independently explain how work provides income to purchase goods and services.   |
|  | I can explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work with direct support.         | I can explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work with minimal support.         | I can explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work consistently.                                 | I can independently explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.                                 |
| The student understands the roles of producers and consumers in the production of goods and services.                          | I can distinguish between producing and consuming with direct support.   | I can distinguish between producing and consuming with minimal support.   | I can distinguish between producing and consuming consistently.   | I can independently distinguish between producing and consuming consistently.  |
|  | I can identify ways in which people are both producers and consumers with direct support.  | I can identify ways in which people are both producers and consumers with minimal support.  | I can identify ways in which people are both producers and consumers consistently.  | I can independently identify ways in which people are both producers and consumers.  |
|  | I can examine the development of a product from a natural resource to a finished product with direct support.  | I can examine the development of a product from a natural resource to a finished product with minimal support.  | I can examine the development of a product from a natural resource to a finished product consistently.  | I can independently examine the development of a product from a natural resource to a finished product.  |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed                                  | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure   | Level 4<br>Extending   |
|---|--|---|---|--|
|   | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently  | Understands and applies skills/concepts beyond grade level expectations  |
| <b>Government</b>   |  |   |   |  |
| The student understands the purpose of governments.   | I can identify functions of governments such as establishing order, providing security, and managing conflict with direct support. | I can identify functions of governments such as establishing order, providing security, and managing conflict with minimal support. | I can identify functions of governments such as establishing order, providing security, and managing conflict consistently.   | I can independently identify functions of governments such as establishing order, providing security, and managing conflict consistently and independently   |
|   | I can identify governmental services in the community with direct support.   | I can identify governmental services in the community with minimal support.   | I can identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community consistently.  | I can independently identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community   |
|   | I can describe how governments tax citizens to pay for services with direct support.   | I can describe how governments tax citizens to pay for services with minimal support.   | I can describe how governments tax citizens to pay for services consistently.   | I can independently describe how governments tax citizens to pay for services  |
| The student understands the role of public officials.   | I can name current public officials, including mayor, governor, and president with direct support.                                 | I can name current public officials, including mayor, governor, and president with minimal support.                                 | I can name current public officials, including mayor, governor, and president consistently.   | I can independently name current public officials, including mayor, governor, and president  |
|   | I can compare the roles of public officials, including mayor, governor, and president with direct support.                         | I can compare the roles of public officials, including mayor, governor, and president with minimal support.                         | I can compare the roles of public officials, including mayor, governor, and president consistently.   | I can independently compare the roles of public officials, including mayor, governor, and president  |
|   | I can identify ways that public officials are selected, including election and appointment to office with direct support.          | I can identify ways that public officials are selected, including election and appointment to office with minimal support.          | I can identify ways that public officials are selected, including election and appointment to office consistently.  | I can independently identify ways that public officials are selected, including election and appointment to office   |
|   | I can identify how citizens participate in their own governance with direct support.   | I can identify how citizens participate in their own governance with minimal support.   | I can identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions consistently.   | I can independently identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions  |
| <b>Citizenship</b>  |  |   |   |  |
| The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. | I can identify characteristics of good citizenship with direct support.  | I can identify characteristics of good citizenship with minimal support.  | I can identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting consistently. | I can independently identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting. |
|   | I can identify historical figures with direct support.   | I can identify historical figures with minimal support.   | I can identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship consistently.   | I can independently identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship.   |
|   | I can identify other individuals who exemplify good citizenship with direct support.   | I can identify other individuals who exemplify good citizenship with minimal support.   | I can identify other individuals who exemplify good citizenship consistently.   | I can independently identify other individuals who exemplify good citizenship.   |
|   | I can identify ways to actively practice good citizenship with direct support.   | I can identify ways to actively practice good citizenship with minimal support.   | I can identify ways to actively practice good citizenship, including involvement in community service consistently.   | I can independently identify ways to actively practice good citizenship, including involvement in community service.   |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed   | Level 1<br>Beginning  | Level 2<br>Developing  | Level 3<br>Secure   | Level 4<br>Extending  |
|--|---|--|---|---|
|  | Exhibits skill/concept with direct support  | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently  | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Citizenship - continued</b>   |   |  |   |   |
| The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. | I can recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag with direct support.                                     | I can recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag with minimal support.                                     | I can recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag consistently.  | I can independently recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.   |
|  | I can identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful" with direct support.                            | I can identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful" with minimal support.                            | I can identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful" consistently.   | I can independently identify the significance of various ethnic and/or cultural celebrations identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful".   |
|  | I can identify selected symbols with direct support.  | I can identify selected symbols with minimal support.  | I can identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam consistently. | I can independently identify the significance of various ethnic and/or cultural celebrations identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam. |
|  | I can identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom with direct support. | I can identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom with minimal support. | I can identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom consistently.              | I can independently identify the significance of various ethnic and/or cultural celebrations identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.              |
| <b>Culture</b>   |   |  |   |   |
| The student understands the significance of works of art in the local community.   | I can identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage with direct support.                        | I can identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage with minimal support.                        | I can identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage consistently.                                     | I can independently identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage   |
|  | I can explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage with direct support.     | I can explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage with minimal support.     | I can explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage consistently.                  | I can independently explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage  |
| The student understands ethnic and/or cultural celebrations.   | I can identify the significance of various ethnic and/or cultural celebrations with direct support.   | I can identify the significance of various ethnic and/or cultural celebrations with minimal support.   | I can identify the significance of various ethnic and/or cultural celebrations consistently.  | I can independently identify the significance of various ethnic and/or cultural celebrations.   |
|  | I can compare ethnic and/or cultural celebrations with direct support.  | I can compare ethnic and/or cultural celebrations with minimal support.  | I can compare ethnic and/or cultural celebrations consistently.   | I can independently compare ethnic and/or cultural celebrations   |
| <b>Science, Technology, and Society</b>  |   |  |   |   |
| The student understands how science and technology have affected life, past and present.   | I can describe how science and technology change communication, transportation, and recreation with direct support.                                       | I can describe how science and technology change communication, transportation, and recreation with minimal support.                                       | I can describe how science and technology change communication, transportation, and recreation consistently.  | I can independently describe how science and technology change communication, transportation, and recreation.   |
|  | I can explain how science and technology change the ways in which people meet basic needs with direct support.  | I can explain how science and technology change the ways in which people meet basic needs with minimal support.  | I can explain how science and technology change the ways in which people meet basic needs consistently.   | I can independently explain how science and technology change the ways in which people meet basic needs.  |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed  | Level 1<br>Beginning  | Level 2<br>Developing  | Level 3<br>Secure  | Level 4<br>Extending  |
|---|---|--|--|---|
|   | Exhibits skill/concept with direct support  | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Social Studies Skills</b>  |   |  |  |   |
| The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. | I can obtain information about a topic using a variety of valid oral sources with direct support.   | I can obtain information about a topic using a variety of valid oral sources with minimal support.   | I can obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music consistently.  | I can independently obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.  |
|   | I can obtain information about a topic using a variety of valid visual sources with direct support.   | I can obtain information about a topic using a variety of valid visual sources with minimal support.   | I can obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts consistently.  | I can independently obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts.  |
|   | I can use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information with direct support.  | I can use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information with minimal support.  | I can use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information consistently.  | I can independently use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information.  |
|   | I can sequence and categorize information with direct support.  | I can sequence and categorize information with minimal support.  | I can sequence and categorize information consistently.  | I can independently sequence and categorize information.  |
|   | with direct support.  | with minimal support.  | I can interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting consistently.   | I can independently interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.   |
| The student communicates in written, oral, and visual forms.  | I can express ideas orally based on knowledge and experiences with direct support.  | I can express ideas orally based on knowledge and experiences with minimal support.  | I can express ideas orally based on knowledge and experiences consistently.  | I can independently express ideas orally based on knowledge and experiences.  |
|   | I can create written and visual material with direct support.   | I can create written and visual material with minimal support.   | I can create written and visual material such as stories, poems, maps, and graphic organizers to express ideas consistently.   | I can independently create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.   |
| The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.                           | I can use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution with direct support.     | I can use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution with minimal support.     | I can use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution consistently.     | I can independently use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.     |
|   | I can use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision with direct support. | I can use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision with minimal support. | I can use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision consistently. | I can independently use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision. |

## Second Grade Performance Reporting Rubric

| Goals and Objective for each major component of the student performance being assessed  | Level 1<br>Beginning  | Level 2<br>Developing  | Level 3<br>Secure  | Level 4<br>Extending  |
|---|---|--|--|---|
|   | Exhibits skill/concept with direct support  | Exhibits skill/concept with minimal support  | Exhibits mastery of grade level skill/concept consistently and independently   | Understands and applies skills/concepts beyond grade level expectations   |
| <b>Technology</b>   |   |  |  |   |
| Demonstrates Creativity and Innovation While Developing Digital Products  | With direct support: Starts and exits programs with assistance  | With minimal support: Starts and exits programs with minimal support   | Consistently and independently: Starts and exits programs with minimal support   | Independently applies knowledge and uses technology terminology appropriate to the task   |
|   | With direct support: Creates and prints files with assistance   | With minimal support: Creates and prints files with minimal support  | Consistently and independently: Creates and prints files with minimal support  | Independently applies knowledge and creates unique, student initiated products, publishes and shares  |
|   | With direct support: Uses font, color, and graphics with assistance   | With minimal support: Uses font, color, and graphics with minimal support  | Consistently and independently: Uses font, color, and graphics with minimal support  | Independently applies knowledge and uses font, color, and graphics for effective communication  |
|   | With direct support: Creates and publishes products with assistance   | With minimal support: Creates and publishes products with minimal support  | Creates and publishes products with minimal support  | Independently applies knowledge and applies language skills including capitalization, punctuation, spelling, and use of numbers a grade level appropriate |
|   | With direct support: Applies language skills including capitalization, punctuation, spelling, and use of numbers as grade level appropriate | With minimal support: Applies language skills including capitalization, punctuation, spelling, and use of numbers as grade level appropriate | Consistently and independently: Applies language skills including capitalization, punctuation, spelling, and use of numbers as grade level appropriate | Independently applies knowledge and uses virtual environments and simulations   |
|   | With direct support: Uses a variety of input methods  | With minimal support: Uses a variety of input methods  | Consistently and independently: Uses a variety of input methods such as a mouse, keyboard, digital video, touch screen, etc.                           | Student shares new input methods with others  |
|   | With direct support: Uses technology terminology appropriate to the task  | With minimal support: Uses technology terminology appropriate to the task  | Consistently and independently: Uses technology terminology appropriate to the task. (Start and exit programs and files, passwords)                    | Incorporates technology terminology naturally in everyday situations  |
| Uses tech tools and digital citizenship to solve problems; communicate; collaborate; acquire, evaluate, and share information | With direct support: Uses communication tools to participate in group projects  | With minimal support: Uses communication tools to participate in group projects  | Consistently and independently: Uses communication tools to participate in group projects  | Independently applies knowledge and uses communication and collaboration tools to participate in group projects   |
|   | With direct support: Creates appropriately formatted written products   | With minimal support: Creates appropriately formatted written products   | Consistently and independently: Creates appropriately formatted written products   | Independently applies knowledge and applies search strategies and uses research skills and electronic materials to share what is learned                  |
|   | With direct support: Uses search strategies   | With minimal support: Uses search strategies   | Consistently and independently: Uses search strategies   | Independently applies knowledge and evaluates acquired electronic information for usefulness and validity   |
|   | With direct support: Understands and follows the DSISD Acceptable Use Policy.   | Understands and follows the DSISD Acceptable Use Policy  | Consistently and independently: Understands and follows the DSISD Acceptable Use Policy  |   |
|   | With direct support: Behaves safely and ethically online  | With minimal support: Behaves safely and ethically online and understands the impact of negative online behavior                             | Consistently and independently: Behaves safely and ethically online and understands the impact of negative online behavior                             |   |



| <b>Second Grade Performance Reporting Rubric</b>  |  |   |   |  |
|---|--|---|---|--|
| Goals and Objective for each major component of the student performance being assessed                        | Level 1<br>Beginning   | Level 2<br>Developing   | Level 3<br>Secure   | Level 4<br>Extending   |
|   | Exhibits skill/concept with direct support   | Exhibits skill/concept with minimal support   | Exhibits mastery of grade level skill/concept consistently and independently  | Understands and applies skills/concepts beyond grade level expectations  |
| <b>Health</b>   |  |   |   |  |
| Health Behaviors  | Understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span with direct support. | Understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span with minimal support. | Consistently understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. | Independently understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. |
| Health information  | Understands the structure of the human body and recognizes factors that influence the health of an individual with direct support.                 | Understands the structure of the human body and recognizes factors that influence the health of an individual with minimal support.                 | Consistently understands the structure of the human body and recognizes factors that influence the health of an individual.                 | Independently understands the structure of the human body and recognizes factors that influence the health of an individual.                 |
| Influencing Factors   | Understands how relationships, media and technology influence personal health with direct support.   | Understands how relationships, media and technology influence personal health with minimal support.   | Consistently understands how relationships, media and technology influence personal health.   | Independently understands how relationships, media and technology influence personal health.   |
| Personal/interpersonal Skills   | Comprehends skills necessary for building and maintaining healthy relationships with support.  | Comprehends skills necessary for building and maintaining healthy relationships with minimal support.   | Consistently comprehends skills necessary for building and maintaining healthy relationships.   | Independently comprehends skills necessary for building and maintaining healthy relationships.   |
| <b>Leader in Me Traits</b>  |  |   |   |  |
| <b>Student Responsibilities/Behavior/Leader in Me Traits: Be Proactive</b>                                    |  |   |   |  |
|   | With direct support  | With minimal support  | Independently   | Consistently applies concept to everyday life  |
| <b>Student Responsibilities/Behavior/Leader in Me Traits: Begin with the End in Mind</b>                      |  |   |   |  |
|   | With direct support  | With minimal support  | Independently   | Consistently applies concept to everyday life  |
| <b>Student Responsibilities/Behavior/Leader in Me Traits: Put First Things First</b>                          |  |   |   |  |
|   | With direct support  | With minimal support  | Independently   | Consistently applies concept to everyday life  |
| <b>Student Responsibilities/Behavior/Leader in Me Traits: Think Win-Win</b>                                   |  |   |   |  |
|   | With direct support  | With minimal support  | Independently   | Consistently applies concept to everyday life  |
| <b>Student Responsibilities/Behavior/Leader in Me Traits: Seek First to Understand, Then to Be Understood</b> |  |   |   |  |
|   | With direct support  | With minimal support  | Independently   | Consistently applies concept to everyday life  |
| <b>Student Responsibilities/Behavior/Leader in Me Traits: SYNERGIZE</b>                                       |  |   |   |  |
|   | With direct support  | With minimal support  | Independently   | Consistently applies concept to everyday life  |
| <b>Student Responsibilities/Behavior/Leader in Me Traits: Sharpen the Saw</b>                                 |  |   |   |  |
|   | With direct support  | With minimal support  | Independently   | Consistently applies concept to everyday life  |