

# BRAINTREE PUBLIC SCHOOLS Grade 2 Report Card Rubric

## Content Area: English/Language Arts – Reading and Literature

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Applies appropriate phonics skills to decode words</i>	Uses letter/sound relationships, blends sounds to make words with substantial teacher support	Blends sounds to make words, uses letter/sound association to decode simple words, recognizes and uses rhyming words with some teacher support	Applies appropriate phonics skills by decoding phonetically and accurately one syllable and/or multi-syllabic words	Consistently uses multiple phonics strategies plus self correction to identify new words
<i>Applies strategies to identify word meaning</i>	Uses picture clues and context clues to identify word meaning with substantial teacher support	Uses picture clues and context clues to identify word meaning with some teacher support	Uses a variety of strategies to identify word meaning	Is able to identify word meaning and correctly use the word in and out of context
<i>Recognizes high frequency words</i>	Identifies few high frequency sight words using visual memory	Identifies some high frequency sight words using visual memory	Identifies expected high frequency sight words both in and out of context	Automatically identifies and uses high frequency sight words both in and out of context
<i>Reads orally with fluency</i>	Reads word by word or in short phrases with many miscues	Reads in longer phrases with some expression and with a few miscues	Reads accurately and fluently with awareness of punctuation	Reads grade appropriate text fluently and accurately using multiple strategies, expression, and voice
<i>Demonstrates comprehension of text through a variety of strategies</i>	Makes a prediction using pictures and retells a part of the story with substantial teacher support	Makes an appropriate prediction using pictures and prior knowledge; retells a story with the beginning, middle, and end with some teacher support	Demonstrates comprehension of text through prediction, retelling with detail, and making connections	Consistently retells a story including all essential details and sequences story events; consistently makes strong predictions, connections, and inferences
<i>Identifies story elements</i>	Identifies character and setting with substantial teacher support	Identifies character, setting, problem, and solution with some teacher support	Identifies characters, setting, problem, solution and plot	Consistently identifies characters, setting, plot, problem and solution, and cause and effect
<i>Applies common features of nonfiction</i>	Applies common features of nonfiction text with substantial teacher support	Applies common features of nonfiction text with some teacher support	Applies common features of nonfiction text	Applies common features of nonfiction text and makes connections across the curriculum

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## Oral Language

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Contributes knowledge to class discussion</i>	Contributes to class discussion in order to develop a topic with substantial teacher support	Contributes to class discussion in order to develop a topic with some teacher support	Contributes to class discussion in order to develop a topic	Can access prior knowledge to express thoughts and make appropriate connections
<i>Gives oral presentations</i>	Expresses focused ideas about personal experiences or interests, using clear enunciation and adequate volume with substantial teacher support	Expresses focused ideas about personal experiences or interests, using clear enunciation and adequate volume with some teacher support	Expresses focused ideas about personal experiences or interests, using clear enunciation and adequate volume	Can extend ideas orally by making cross-curricular connections
<i>Distinguishes between formal and informal language</i>	Identifies formal and informal language with substantial teacher support	Identifies and uses formal and informal language with some teacher support	Identifies and uses formal and informal language	Identifies and uses formal and informal language across the curriculum

## Written Language

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Applies conventions of grammar</i>	Rarely uses proper grammar, correct sentences structure, capitalization and punctuation	Sometimes uses proper grammar and correct sentence structure including capitalization and punctuation in written work	Uses proper grammar and correct sentence structure including capitalization and punctuation	Consistently uses proper grammar in complex sentences; consistently uses capital letters and ending marks appropriately
<i>Organizes ideas in writing</i>	Brainstorms either orally or in writing; begins to form simple sentences related to a topic with substantial teacher support	Brainstorms and writes several sentences related to a topic; begins to include descriptive language with some teacher support	Brainstorms, organizes and expresses ideas in writing including descriptive language	Independently writes an organized piece to include purpose, clarity, and details
<i>Revises writing to improve purpose, clarity, and details</i>	Revises a topic sentence and a few simple detailed sentences with substantial teacher support	Revises a paragraph with a topic sentence, several supporting details and a closing sentence with some teacher support	Revises an organized piece with purpose, clarity, and detail	Independently revises writing for purpose, clarity, and detail

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### Spelling

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Spells assigned words correctly</i>	Spells few words correctly on weekly spelling lessons	Spells some words correctly on weekly spelling lessons but is inconsistent when spelling in daily work	Spells most words correctly in weekly lessons and in daily work	Consistently spells all words correctly across the curriculum
<i>Applies knowledge of spelling rules and patterns</i>	Applies knowledge of spelling rules and patterns to everyday writing with substantial teacher support	Applies knowledge of spelling rules and patterns to everyday writing with some teacher support	Applies knowledge of spelling rules and patterns to everyday writing	Consistently and independently applies knowledge of spelling rules and patterns to everyday writing
<i>Spells high frequency words correctly</i>	Spells few grade level high frequency words correctly	Spells some grade level high frequency words correctly	Spells most grade level high frequency words correctly	Consistently spells all grade level words quickly and easily

### Handwriting

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Prints upper and lower case letters appropriately</i>	Rarely forms numbers and letters appropriately when printing	Sometimes forms numbers and letters appropriately with some teacher support	Forms numbers and letters appropriately	Consistently forms numbers and upper and lower case letters correctly and legibly
<i>Writes neatly and legibly in daily work</i>	Rarely writes neatly and legibly and uses appropriate spacing between words and sentences	Sometimes writes neatly and legibly and uses appropriate spacing between words and sentences	Writes neatly and legibly and uses appropriate spacing between words and sentences	Independently and consistently writes neatly and legibly and uses appropriate spacing between words and sentences

# BRAINTREE PUBLIC SCHOOLS Grade 2 Report Card Rubric

## Content Area: Math, Grade 2

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Communicates mathematical thinking using correct vocabulary</i>	Communicates thinking using correct vocabulary, both orally and in writing, with substantial teacher support	Communicates thinking using correct vocabulary, both orally and in writing, with some teacher support	Communicates thinking using correct vocabulary, both orally and in writing	Communicates, extends and applies thinking using correct vocabulary, both orally and in writing
<i>Uses and explains appropriate strategies to solve problems using correct vocabulary</i>	Uses and explains appropriate strategies to solve problems using correct vocabulary with substantial teacher support	Uses and explains appropriate strategies to solve problems using correct vocabulary with some teacher support	Consistently applies and uses appropriate strategies and operations to solve problems using the correct vocabulary	Uses a variety of independent strategies and operations to solve problems in different ways and extends mathematical thinking

## Number Sense

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Reads, writes and recognizes numerals</i>	Reads, writes and recognizes numerals with substantial teacher support	Reads, writes, and recognizes numerals with some teacher support	Reads, writes, and recognizes numerals	Consistently and independently reads, writes, and recognizes numerals
<i>Identifies place value to the thousands place</i>	Identifies place value of ones, tens, hundreds, and thousands with substantial teacher support	Identifies place value of ones, tens, hundreds, and thousands with some teacher support	Identifies place value of ones, tens, hundreds, and thousands	Consistently and independently and automatically identifies place value of ones, tens, hundreds, and thousands
<i>Demonstrates knowledge of addition facts</i>	Demonstrates knowledge of grade level addition facts by using various strategies and with substantial teacher support	Demonstrates knowledge of grade level addition facts by using various strategies	Demonstrates knowledge of grade level addition facts	Demonstrates automatic knowledge of grade level addition facts
<i>Demonstrates knowledge of subtraction facts</i>	Demonstrates knowledge of grade level subtraction facts by using various strategies and substantial teacher support	Demonstrates knowledge of grade level subtraction facts by using various strategies	Demonstrates knowledge of grade level subtraction facts	Demonstrates automatic knowledge of grade level subtraction facts

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Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Solves, explains, and estimates addition problems with and without regrouping</i>	Rarely is able to add numbers with and without regrouping	Sometimes is able to add numbers with and without regrouping with some teacher support	Estimates and solves addition problems with and without regrouping	Explains, estimates, and solves addition problems with and without regrouping
<i>Solves, explains, and estimates subtraction problems with and without regrouping</i>	Rarely is able to subtract numbers with and without regrouping	Sometimes is able to subtract numbers with and without regrouping with some teacher support	Estimates and solves addition problems with and without regrouping	Explains, estimates, and solves subtraction problems with and without regrouping
<i>Identifies and uses coins and bills</i>	Rarely is able to identify and know the value of a penny, nickel, dime, quarter, half dollar, dollar, and different dollar bills	Sometimes is able to identify and know the value of a penny, nickel, dime, quarter, half dollar, dollar, and different dollar bills with some teacher support	Uses coins to show specific money amounts; demonstrates equivalent amounts of coin combinations	Uses knowledge of money values to compute change
<i>Identifies, represents, and compares fractions</i>	Rarely is able to identify and write fractions up to fourths as parts of a whole and part of a group	Sometimes is able to identify and write fractions up to fourths with some teacher support as parts of a whole and part of a group	Identifies, represents, and compares fractions up to fourths as parts of a whole and part of a group	Identifies, represents, and compares fractions as parts of a whole and part of a group; identifies equivalent fractions

### Patterns, Relationships, and Algebra

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Creates, describes, and extends patterns</i>	Creates, describes, and extends geometric and number patterns with substantial teacher support	Creates, describes, and extends geometric and number patterns with some teacher support	Creates, describes, and extends geometric and number patterns with	Creates, describes, extends, and explains geometric and number patterns
<i>Solves open sentences that have variables and symbols</i>	Solves open sentences that have variables and symbols with substantial teacher support	Solves open sentences that have variables and symbols with some teacher support	Solves open sentences that have variables and symbols	Constructs and solves open sentences that have variables and symbols

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## Geometry

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Identifies and describes attributes of 2-D and 3-D figures</i>	Rarely identifies and describes attributes of 2-D and 3-D figures using manipulatives	Sometimes identifies and describes attributes of 2-D and 3-D figures using manipulatives with some teacher support	Identifies and describes attributes of 2-D and 3-D figures	Compares the attributes of 2-D and 3-D figures independently

## Measurement

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Tells time to hour, half hour, and quarter intervals</i>	Rarely is able to tell time to the hour and half hour	Sometimes is able to tell time to the hour and half hour with some teacher support	Tells time to hour, half hour, and quarter hour intervals	Is able to identify all increments of time and computes elapsed time
<i>Identifies parts of the day including morning, afternoon, and evening, days of the week, and months of the year</i>	Rarely identifies parts of the day including morning, afternoon, and evening, days of the week, and months of the year	Sometimes identifies parts of the day including morning, afternoon, and evening, days of the week, and months of the year some teacher support	Identifies parts of the day including morning, afternoon, and evening, days of the week, and months of the year	Computes elapsed time using dates and time of day
<i>Identifies dates using a calendar</i>	Rarely identifies dates using a calendar	Sometimes identifies dates using a calendar	Identifies dates using a calendar	Computes elapsed time of dates using a calendar
<i>Measures, estimates and compares objects using appropriate tools</i>	Rarely is able to recognize units of measurement for length, weight, and capacity	Selects and correctly uses appropriate tools for measurement of length, weight, and capacity with some teacher support	Measures, estimates and compares objects using appropriate tools for length, weight, and capacity	Measures and compares different forms of measurement

## Data Analysis

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Reads, interprets, organizes, and represents data</i>	Read, interprets, organizes, and represents data from a chart, graph, or table with substantial teacher help	Reads, interprets, organizes, and represents data from a graph, chart, or table with some teacher support	Reads, interprets, organizes, and represents data from a graph, chart, or table	Consistently and automatically, reads, interprets, organizes, and represents data in a graph, chart, or table

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## Content Area: Science

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Communicates understanding of science concepts</i>	Communicates understanding of science concepts through writing, speaking, and drawing with substantial teacher support	Communicates understanding of science concepts through writing, speaking, and drawing with some teacher support	Communicates understanding of science concepts through writing, speaking, and drawing	Extends and makes connections of science concepts through writing, speaking, and drawing

## Life Science

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Explains how plants depend on surroundings</i>	Explains how plants depend on surroundings with substantial teacher support	Explains how plants depend on surroundings with some teacher support	Explains how plants depend on surroundings	Recognizes that plants are living things and is able to compare plants with other living things
<i>Explains how animals depend on surroundings</i>	Explains how animals depend on surroundings with substantial teacher support	Explains how animals depend on surroundings with some teacher support	Explains how animals depend on surroundings	Recognizes that animals are living things and is able to compare animals with other living things

## Earth and Space Science

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Maps a variety of landforms</i>	Maps a variety of landforms with substantial teacher support	Maps a variety of landforms with some teacher support	Maps a variety of landforms	Maps a variety of landforms and is able to extend and apply this concept to other areas
<i>Shows how wind and water can move materials and impact the land</i>	Shows how wind and water can move materials and impact the land with substantial teacher support	Shows how wind and water can move materials and impact the land with some teacher support	Shows how wind and water can move materials and impact the land	Shows how wind and water can move materials and impact the land and is able to extend and apply this concept to other areas

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### Physical Science

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Describes and classifies different kinds of materials by properties</i>	Describes and classifies different kinds of materials by properties with substantial teacher support	Describes and classifies different kinds of materials by properties with some teacher support	Describes and classifies different kinds of materials by properties	Describes and classifies different kinds of materials by properties and is able to extend and apply this concept to other areas
<i>Shows the effects of friction on the temperature and speed of objects</i>	Shows the effects of friction on the temperature and speed of objects with substantial teacher support	Shows the effects of friction on the temperature and speed of objects with some teacher support	Shows the effects of friction on the temperature and speed of objects	Shows the effects of friction on the temperature and speed of objects and is able to extend and apply this concept to other areas

### Content Area: Social Studies

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<i>Locates and describes the continents and other major topographical features</i>	Locates and identifies some of the continents and other major topographical features of the world with substantial teacher support	Locates and identifies some of the continents and other major topographical features of the world with some teacher support	Locates and identifies the continents, the world's major bodies of water, the five major rivers in the world and the major mountain ranges	Locates and identifies the continents, the world's major bodies of water, the five major rivers in the world, the major mountain ranges, and additional topographical features
<i>Describes their personal history</i>	Describes own personal history by locating family origins and giving examples of traditions and customs from other countries with substantial teacher support	Describes own personal history by locating family origins and giving examples of traditions and customs from other countries with some teacher support	Describes own personal history by locating family origins and giving examples of traditions and customs from other countries	Describes own personal history by locating family origins and giving examples of traditions and customs, as well as comparing traditions and customs from other countries to own history
<i>Describes and compares different ways individuals have achieved great accomplishments</i>	Describes and compares different ways individuals have achieved great accomplishments with substantial teacher support	Describes and compares different ways individuals have achieved great accomplishments with some teacher support	Describes and compares different ways individuals have achieved great accomplishments	Describes and compares different ways individuals have achieved great accomplishments and is able to make connections to other content areas