

## NMSD Grade 2 Report Card Rubric: Math

<b>Standard: Math: Operations and Algebraic Thinking: Adds numbers with sum up to 20 fluently (2.OA.2)</b>		
4.0	In addition to 3.0 Performance, The student will:: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Applies knowledge into multiple contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Demonstrates model work</li> </ul>
3.5	In addition to 3.0 performance, partial success at score 4.0 content.	
3.0	The student will:: Accurately solves 20 random addition facts within 1-minute. (2.OA.2)	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	The student will:: Accurately solves 15-18 random addition facts within 1-minute.	Partial understanding of concepts and skills, inconsistent, needs help, making some progress, approaching standard.
1.5	Partial success at score 2.0 concepts and skills.	
1.0	The student will:: <ul style="list-style-type: none"> <li>• Accurately solves 0-14 random addition facts within 1-minute.</li> </ul>	
<b>Standard: Math: Operations and Algebraic Thinking: Subtracts numbers less than or equal to 20 fluently (2.OA.2)</b>		
4.0	In addition to 3.0 Performance, The student will:: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Applies knowledge into multiple contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Demonstrates model work</li> </ul>
3.5	In addition to 3.0 performance, partial success at score 4.0 content.	
3.0	The student will:: Accurately solves 20 random subtraction facts within 1-minute. (2.OA.2)	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	The student will:: Accurately solves 15-18 random subtraction facts within 1-minute.	Partial understanding of concepts and skills, inconsistent, needs help, making some progress, approaching standard.
1.5	Partial success at score 2.0 concepts and skills.	
1.0	The student will:: <ul style="list-style-type: none"> <li>• Accurately solves 0-14 random subtraction facts within 1-minute.</li> </ul>	

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<b>Standard: Math: Operations and Algebraic Thinking: <i>Determines whether a group of objects (up to 20) is odd or even (2.OA.3)</i></b>		
4.0	In addition to 3.0 Performance, The student will:: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Demonstrates Model Work.</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Applies knowledge to multiple contexts</li> </ul>
3.5	In addition to 3.0 performance, partial success at score 4.0 content.	
3.0	The student will:: Determines whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends. (2.OA.3)	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	When given a group of objects, student can create pairs, but lacks understanding and articulation of odd and even.	Partial understanding of concepts and skills, inconsistent, needs help, making some progress, approaching standard.
1.5	Partial success at score 2.0 concepts and skills.	
<b>Standard: Math: Operations and Algebraic Thinking: <i>Writes and solves a variety of addition or subtraction number sentences (2.OA.1)</i></b>		
4.0	In addition to level 3.0 performance, The student will:: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Applies knowledge into multiple contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Demonstrates model work</li> </ul>
3.5	In addition to 3.0 performance, partial success at score 4.0 content.	
3.0	The student will:: Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to , taking from, putting together, taking apart, and comparing with unknowns in all positions. (2.OA.1)	le.,by using drawings and equations with a symbol for the unknown number to represent the problem.
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.	
2.0	Solve word problems involving addition and subtraction within 20 using objects, drawings, and equations to represent a problem. Fluently add and subtract within 20 sing mental strategies. Represent whole number sums and differences within 100 on a number line diagram.	<ul style="list-style-type: none"> <li>• Needs help</li> <li>• Making some progress</li> <li>• Communicates in limited fashion</li> <li>• Partial understanding of concepts and skills</li> <li>• Inconsistent</li> <li>• Approaching standard</li> </ul>
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, does not understand concept or skill.	
1.0	Even with help, does not understand concept or skill.	

## NMSD Grade 2 Report Card Rubric: Math

<b>Standard: Math: Numbers and Operations in Base 10</b> <i>Understands and compares place values in 100's, 10's, and 1's (2.NBT.1; 2.NBT.4; 2.NBT.9)</i>		
4.0	In addition to level 3.0 performance, The student will:s will: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Demonstrates model work</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Applies knowledge into multiple contexts</li> </ul>
3.5 In addition to 3.0 performance, partial success at score 4.0 content.		
3.0	The student will:: <ul style="list-style-type: none"> <li>• Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:               <ol style="list-style-type: none"> <li>a. 100 can be thought of as a bundle of ten tens – called a “hundred.”</li> <li>b. The numbers 100, 200, 300, etc. refer to one, two, three hundreds (and 0 tens and 0 ones) (2.NBT.1)</li> </ol> </li> <li>• Compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons. (2.NBT.4)</li> <li>• Using familiar tools (ex. work mats and base-ten blocks) can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.9)</li> </ul>	
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.		
2.0	using familiar tools (ex. work mats and base-ten blocks) can explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.9)	<ul style="list-style-type: none"> <li>• Needs help</li> <li>• Making some progress</li> <li>• Communicates in limited fashion</li> <li>• Partial understanding of concepts and skills</li> <li>• Inconsistent</li> <li>• Approaching standard</li> </ul>
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		
<b>Standard: Math: Numbers and Operations: Reads, writes and counts numbers (2.NBT.A.4)</b>		
4.0	In addition to level 3.0 performance, The student will:: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Applies knowledge into multiple contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Demonstrates model work</li> </ul>
3.5 In addition to 3.0 performance, partial success at score 4.0 content.		
3.0	The student will:: Read and write numbers within 1,000 using base-ten numerals, number names, and expanded form (2.NBT.A.3) Count within 1000; skip-count by 5s, 10s, and 100s	
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.		
2.0	Decompose the three digits of a three-digit numbers into hundreds, tens, and ones. Count within 1000 Skip count by 5s, 10s, and 100s	<ul style="list-style-type: none"> <li>• Needs help</li> <li>• Making some progress</li> <li>• Communicates in limited fashion</li> <li>• Partial understanding of concepts and skills</li> <li>• Inconsistent</li> <li>• Approaching standard</li> </ul>
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		

## NMSD Grade 2 Report Card Rubric: Math

<b>Standard: Math: Numbers and Operations in Base 10</b> <i>Using math tools, accurately adds numbers up to a sum of 100. (2.NBT.5; 2.NBT.6; 2.NBT.7; 2.NBT.8)</i>		
4.0	In addition to level 3.0 performance, The student will: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Demonstrates model work</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Applies knowledge into multiple contexts</li> </ul>
3.5 In addition to 3.0 performance, partial success at score 4.0 content.		
3.0	The student will:: <ul style="list-style-type: none"> <li>• Adds <b>up to</b> four two-digit numbers using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2.NBT.5; 2.NBT.6)</li> <li>• Adds within 1000(2.NBT.7)</li> <li>• Mentally adds 10 or 100 to a given number 100-900 (2.NBT.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationships between addition and subtraction; relate the strategy to a written method. Understand that in adding three digit numbers, one adds hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</li> </ul>
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.		
2.0		<ul style="list-style-type: none"> <li>• Partial understanding of concepts and skills</li> <li>• Inconsistent</li> <li>• Approaching standard</li> <li>• Needs help</li> <li>• Making some progress</li> <li>• Communicates in limited fashion</li> </ul>
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		
<b>Standard: Math: Measurement and Data</b> <i>Measures, compares, and estimates the length of objects using a variety of tools. (2.MD.1; 2.MD.2; 2.MD.3; 2.MD.4)</i>		
4.0	In addition to level 3.0 performance, The student will: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Demonstrates model work</li> </ul>	<ul style="list-style-type: none"> <li>• Applies knowledge into multiple contexts</li> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> </ul>
3.5 In addition to 3.0 performance, partial success at score 4.0 content.		
3.0	The student will:: <ul style="list-style-type: none"> <li>• Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2.MD.1)</li> <li>• Measures the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (2.MD.2)</li> <li>• Estimates lengths using units of inches, feet, centimeters, and meters. (2.MD.3)</li> </ul> Measures to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.4)	
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.		
2.0	The student will: will: <p>measure length by selecting and using standard tools (rulers, yardsticks, meter sticks, etc.)</p> <p>Compare two measurements of the same object made using different units.</p>	<ul style="list-style-type: none"> <li>• Partial understanding of concepts and skills</li> <li>• Inconsistent</li> <li>• Approaching standard</li> <li>• Needs help</li> <li>• Making some progress</li> <li>• Communicates in limited fashion</li> </ul>
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		
<b>Standard: Math: Measurement and Data</b> <i>Solves word problems involving US currency and standard length units.</i>		

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(2.MD.5; 2.MD.8)		
4.0	In addition to level 3.0 performance, The student will:: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Demonstrates model work</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Applies knowledge into multiple contexts</li> </ul>
3.5 In addition to 3.0 performance, partial success at score 4.0 content.		
3.0	The student will:: <ul style="list-style-type: none"> <li>• Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units,. (2.MD.5)</li> <li>• Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.(2.MD.8)</li> </ul>	<ul style="list-style-type: none"> <li>• e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem</li> <li>• <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></li> </ul>
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.		
2.0	The student will:: <ul style="list-style-type: none"> <li>• Recognize symbols, such as \$, ., and ¢</li> <li>• Recognize or recall the values of dollar bills, quarters, dimes, nickels and pennies.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs help</li> <li>• Making some progress</li> <li>• Communicates in limited fashion</li> <li>• Partial understanding of concepts and skills</li> <li>• Inconsistent</li> <li>• Approaching standard</li> </ul>
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		
<b>Standard: Math: Measurement and Data</b> <i>Represent data in a variety of ways (2.MD.9, 2.MD.10)</i>		
4.0	<ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Applies knowledge into multiple contexts</li> <li>• Demonstrates model work</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> </ul>
3.5 In addition to 3.0 performance, partial success at score 4.0 content.		
3.0	The student will:: <ul style="list-style-type: none"> <li>• Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. (2.MD.9)</li> <li>• Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solves simple put-together, take-apart, and compare problems using information presented in a bar graph. (2.MD.10)</li> </ul>	
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.		
2.0	The student will: will: <ul style="list-style-type: none"> <li>• Draw a picture graph and a bar graph with a single unit scale and up to four categories.</li> <li>• Interpret a picture graph and a bar graph</li> </ul>	<ul style="list-style-type: none"> <li>• Partial understanding of concepts and skills</li> <li>• Inconsistent</li> <li>• Approaching standard</li> <li>• Needs help</li> <li>• Making some progress</li> <li>• Communicates in limited fashion</li> </ul>
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		

## NMSD Grade 2 Report Card Rubric: Math

<b>Standard: Math: Measurement and Data</b> <i>Tells and writes time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. (2.MD.7)</i>		
4.0	In addition to 3.0 performance, The student will:: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Demonstrates model work</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Applies knowledge into multiple contexts</li> </ul>
3.5 In addition to 3.0 performance, partial success at score 4.0 content.		
3.0	The student will:: <ul style="list-style-type: none"> <li>• Tells and writes time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. (2.MD.7)</li> </ul>	
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.		
2.0	The student will: will tell and write time from digital clocks to the nearest five minutes.	<ul style="list-style-type: none"> <li>• Partial understanding of concepts and skills</li> <li>• Inconsistent</li> <li>• Approaching standard</li> <li>• Needs help</li> <li>• Making some progress</li> <li>• Communicates in limited fashion</li> </ul>
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		
<b>Standard: Math: Geometry</b> <i>Uses academic vocabulary to describe and distinguish between shapes and parts of shapes (2.G.1; 2.G.2; 2.G.3)</i>		
4.0	In addition to level 3.0 performance, The student will:: <ul style="list-style-type: none"> <li>• In-depth understanding of concepts</li> <li>• Demonstrates model work</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary performance</li> <li>• Above &amp; beyond</li> <li>• Articulates concept effectively &amp; with sophistication</li> <li>• Applies knowledge into multiple contexts</li> </ul>
3.5 In addition to 3.0 performance, partial success at score 4.0 content.		
3.0	The student will:: <ul style="list-style-type: none"> <li>• Recognizes and draws shapes having specified attributes. Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.1)</li> <li>• Partitions a rectangle into rows and columns of same-size squares and count to find the total number of them. (2.G.2)</li> <li>• Partitions circles and rectangles into two, three, or four equal shares, describes the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describes the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (2.G.3)</li> </ul>	<ul style="list-style-type: none"> <li>• such as a given number of angles or a given number of equal faces</li> </ul>
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 content.		
2.0	<ul style="list-style-type: none"> <li>• Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>• Partition a rectangle into rows and columns of the same size squares and count to find the total number.</li> <li>• Partition circles and rectangles into two, three, or four equal shares.</li> </ul>	<ul style="list-style-type: none"> <li>• Partial understanding of concepts and skills</li> <li>• Inconsistent</li> <li>• Approaching standard</li> <li>• Needs help</li> <li>• Making some progress</li> <li>• Communicates in limited fashion</li> </ul>
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		