

**BRAINTREE PUBLIC SCHOOLS
BRAINTREE, MASSACHUSETTS
REPORT CARD RUBRIC FOR GRADE 2**

Content Area: English/Language Arts

| Statements from Report Card | Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|---|---|--|---|--|
| Reading and Literature | | | | |
| <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 sight 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 |

| Statements from Report Card | Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|--|--|---|--|--|
| <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 |
| Oral Language | | | | |
| <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 |

| Statements from Report Card | Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|--|---|--|--|---|
| Written Language | | | | |
| <i>Applies conventions of grammar</i> | Rarely uses proper grammar, correct sentence 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 and edits writing</i> | With substantial teacher support, incorporates teacher-guided revisions and edits into writing | With some teacher support, incorporates teacher-guided revisions and edits into writing | Independently incorporates teacher-guided revisions and edits into writing | Independently revises and edits work |
| Spelling | | | | |
| <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 sight 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 | | | | |
| <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 |

Content Area: Math

| 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 | | | | |
| <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 hundreds place</i> | Identifies place value of ones, tens, and hundreds, with substantial teacher support | Identifies place value of ones, tens, and hundreds, with some teacher support | Identifies place value of ones, tens, and hundreds | Consistently, independently and automatically identifies place value of ones, tens, and hundreds |
| <i>Demonstrates knowledge of addition facts</i> | Demonstrates knowledge of addition facts within 20 by using various strategies, with substantial teacher support | Demonstrates knowledge of addition facts within 20 by using various strategies | Demonstrates knowledge of addition facts within 20 | Demonstrates automatic knowledge of addition facts within 20 |
| <i>Demonstrates knowledge of subtraction facts</i> | Demonstrates knowledge of subtraction facts within 20 by using various strategies, with substantial teacher support | Demonstrates knowledge of subtraction facts within 20 by using various strategies | Demonstrates knowledge of subtraction facts within 20 | Demonstrates automatic knowledge of subtraction facts within 20 |
| <i>Solves and explains addition problems with and without regrouping</i> | Rarely is able to add numbers with and without regrouping up to 1,000 | Sometimes is able to add numbers with and without regrouping up to 1,000, with some teacher support | Solves and explains addition problems with and without regrouping up to 1,000 | Consistently and independently solves and explains addition problems with and without regrouping up to 1,000 |

| Statements from Report Card | Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|---|---|--|---|---|
| <i>Solves and explains subtraction problems with and without regrouping</i> | Rarely is able to subtract numbers with and without regrouping up to 1,000 | Sometimes is able to subtract numbers with and without regrouping up to 1,000 with some teacher support | Solves and explains addition problems with and without regrouping up to 1,000 | Consistently and independently solves and explains subtraction problems with and without regrouping up to 1,000 |
| <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>Partitions circles and rectangles into equal shares to identify and describe fractions</i> | Rarely is able to partition circles and rectangles into equal shares to identify and describe fractions | Sometimes is able to partition circles and rectangles into equal shares to identify and describe fractions | Partitions circles and rectangles into equal shares to identify and describe fractions | Consistently and independently partitions shapes into equal shares to identify and describe fractions |
| Patterns, Relationships, and Algebra | | | | |
| <i>Uses arrays to model repeated addition</i> | Uses arrays to model repeated addition, up to 5 x 5, with substantial teacher support | Uses arrays to model repeated addition, up to 5 x 5, with some teacher support | Uses arrays to model repeated addition, up to 5 x 5 | Consistently and independently uses arrays to model repeated addition, up to 5 x 5 |
| <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 |
| Geometry | | | | |
| <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 | Independently compares the attributes of 2-D and 3-D figures |
| Measurement | | | | |
| <i>Tells time to the nearest five minutes</i> | Rarely is able to tell time to the nearest five minutes | Sometimes is able to tell time to the nearest five minutes, with some teacher support | Tells time to the nearest five minutes | Consistently, independently, and automatically tells time to the nearest five minutes |

| Statements from Report Card | Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|---|---|---|--|---|
| <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 | Applies and extends time conversion concepts (i.e. 2 hours = 120 minutes) |
| <i>Measures, estimates and compares objects using appropriate tools</i> | Rarely is able to recognize units of measurement for length | Selects and correctly uses appropriate tools for measurement of length, with some teacher support | Measures, estimates and compares objects using appropriate tools for length | Measures and compares different forms of measurement |
| Data Analysis | | | | |
| <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 |

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 | | | | |
| <i>Recognizes that plants are living things</i> | Recognizes that plants are living things that grow, reproduce, and need food, air and water, with substantial teacher support | Recognizes that plants are living things that grow, reproduce, and need food, air and water, with some teacher support | Recognizes that plants are living things that grow, reproduce, and need food, air and water | Recognizes that plants are living things and is able to compare plants with other living things |
| <i>Describes the life cycle and parts of plants</i> | Describes the life cycle and identifies the parts of growing plants as they develop, with substantial teacher support | Describes the life cycle and identifies the parts of growing plants as they develop, with some teacher support | Describes the life cycle and identifies the parts of growing plants as they develop | Describes the life cycle and identifies the parts of growing plants and is able to compare this to other life cycles |
| Earth and Space Science | | | | |
| <i>Recognizes that air is matter</i> | Recognizes that air is matter, a gas that takes up space and interacts with objects, with substantial teacher support | Recognizes that air is matter, a gas that takes up space and interacts with objects, with some teacher support | Recognizes that air is matter, a gas that takes up space and interacts with objects | Recognizes that air is matter, a gas that takes up space and interacts with objects and is able to extend and apply this concept to other areas |
| <i>Uses appropriate tools to observe and measure weather</i> | Recognizes that weather is a condition of the atmosphere and describes its pattern of changes over time through observation and measurement with appropriate tools, with substantial teacher support | Recognizes that weather is a condition of the atmosphere and describes its pattern of changes over time through observation and measurement with appropriate tools, with some teacher support | Recognizes that weather is a condition of the atmosphere and describes its pattern of changes over time through observation and measurement with appropriate tools | Recognizes that weather is a condition of the atmosphere and describes its pattern of changes over time and is able to extend and apply this concept to other areas |

| Statements from Report Card | Level 1 Achievement | Level 2 Achievement | Level 3 Achievement | Level 4 Achievement |
|--|--|---|---|---|
| Physical Science | | | | |
| <i>Demonstrates that objects can be balanced in different ways</i> | Demonstrates that objects can be balanced in many different ways, with substantial teacher support | Demonstrates that objects can be balanced in many different ways, with some teacher support | Demonstrates that objects can be balanced in many different ways | Demonstrates that objects can be balanced in many different ways and is able to extend and apply this concept to other areas |
| <i>Demonstrates how motion of an object can be changed</i> | Describes the various ways objects can move, and show how the motion of an object can be changed by pushing or pulling, with substantial teacher support | Describes the various ways objects can move, and show how the motion of an object can be changed by pushing or pulling, with some teacher support | Describes the various ways objects can move and show how the motion of an object can be changed by pushing or pulling | Describes the various ways objects can move and show how the motion of an object can be changed by pushing or pulling 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 |

