# *Grade 2 Performance Rubrics: Math*

**Academic Standards Indicators**

EX= Exceeds: Exceeding grade-level standard for trimester
MS = Meets: Meeting grade-level standard for trimester
PR = Progressing: Progressing toward grade-level standard for trimester
NI = Needs Improvement: Demonstrating minimal or no progress and at risk for not meeting grade-level standard for trimester

**OPERATIONS AND ALGEBRAIC THINKING** (2.OA.A1 & 2.MD.B5)

➢ ***Represents and solves problems involving addition and subtraction***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | Unable to use addition and subtraction within 100 to solve one-step word problems involving various situations by using drawings and equations | Able to use addition and subtraction within 100 to solve one-step word problems involving various situations by using drawings and equations with some accuracy | Able to use addition and subtraction within 100 to solve one-step word problems involving various situations by using drawings and equations with accuracy | Able to consistently use addition and subtraction within 100 to solve one-step word problems involving various situations by using drawings and equations with accuracy |
| 2 | Unable to use addition and subtraction within 100 to solve one- and two-step word problems involving various situations including unknowns | Able to use addition and subtraction within 100 to solve one- and two-step word problems involving various situations including unknowns with some accuracy | Able to use addition and subtraction within 100 to solve one- and two-step word problems involving various situations including unknowns with accuracy | Able to consistently use addition and subtraction within 100 to solve one- and two-step word problems involving various situations including unknowns with accuracy |

| | | | | |
|---|---|---|---|---|
| 3 | Unable to use addition and subtraction within 100 to solve one- and two-step word problems involving various situations including unknowns in all positions including length | Able to use addition and subtraction within 100 to solve one- and two-step word problems involving various situations, including unknowns in all positions, including length with some accuracy | Able to use addition and subtraction within 100 to solve one- and two-step word problems involving various situations, including unknowns in all positions, including length with accuracy | Able to consistently use addition and subtraction within 100 to solve one- and two-step word problems involving various situations, including unknowns, in all positions, including length with accuracy |

| |
|---|
| **Operations and Algebraic Thinking** (2.OA.B2) |

➢ ***Adds within 20 using mental strategies***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | Unable or rarely able to add two one-digit numbers within 10 with speed and accuracy using mental strategies | Able to add two one-digit numbers within 10 with some speed and some accuracy using mental strategies | Able to add two one-digit numbers within 10 with speed and accuracy using mental strategies | Able to consistently add two one-digit numbers within 10 with speed and accuracy using mental strategies |
| 2 | Unable or rarely able to add two one-digit numbers within 20 with speed and accuracy using mental strategies | Able to add two one-digit numbers within 20 with some speed and some accuracy using mental strategies | Able to add two one-digit numbers within 20 with speed and accuracy using mental strategies | Able to consistently add two one-digit numbers within 20 with speed and accuracy using mental strategies |
| 3 | | | | |

**Operations and Algebraic Thinking** (2.OA.B2)

➢ ***Subtracts within 20 using mental strategies***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | Unable or rarely able to subtract two one-digit numbers within 10 with speed and accuracy using mental strategies | Able to subtract two one-digit numbers within 10 with some speed and some accuracy using mental strategies | Able to subtract two one-digit numbers within 10 with speed and accuracy using mental strategies | Able to consistently subtract two one-digit numbers within 10 with speed and accuracy using mental strategies |
| 2 | Unable or rarely able to subtract two one-digit numbers within 20 with speed and accuracy using mental strategies | Able to subtract two one-digit numbers within 20 with some speed and some accuracy using mental strategies | Able to subtract two one-digit numbers within 20 with speed and accuracy using mental strategies | Able to consistently subtract two one-digit numbers within 20 with speed and accuracy using mental strategies |
| 3 | | | | |

**Operations and Algebraic Thinking** (2.OA.C.3)

- ***Determines and explains if a number is odd or even***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | Unable to determine whether a group of objects (up to 10) has an odd or even number of members | Able to determine whether a group of objects (up to 10) has an odd or even number of members with some accuracy | Able to determine whether a group of objects (up to 10) has an odd or even number of members with accuracy | Able to determine whether a group of objects (beyond 10) has an odd or even number of members with accuracy |
| 2 | | | | |
| 3 | | | | |

**Operations and Algebraic Thinking** (2OA.C.4)

- ***Makes connections between arrays and repeated addition sentences***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1 | Unable to use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays up to 5 rows and 5 columns | Able to use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays up to 5 rows and 5 columns with some accuracy | Able to use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays up to 5 rows and 5 columns with accuracy | Able to use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays beyond 5 rows and 5 columns with accuracy |
| 2 | Unable to use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays up to 5 rows and 5 columns | Able to use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays up to 5 rows and 5 columns with some accuracy | Able to use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays up to 5 rows and 5 columns with accuracy | Able to use repeated addition to write an equation to find the sum of objects arranged in rectangular arrays beyond 5 rows and 5 columns with accuracy |
| 3 | | | | |

**NUMBER AND OPERATIONS IN BASE TEN** (2.NBT.1 & 2.NBT.3)

- ***Applies concepts of place value to represent 2-digit and 3-digit numbers (using base-ten numerals, number names, and expanded form)***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | Unable to read and write numbers in all three forms*, unable to determine the value of digits in a number within 1,000 | Able to read and write numbers in all three forms* with some accuracy, able to determine the value of digits in a number within 1,000 with some accuracy | Able to read and write numbers in all three forms* with accuracy, able to determine the value of digits in a number within 1,000 with accuracy | Able to read and write numbers in all three forms* with accuracy and speed, able to determine the value of digits in a number within 1,000 with accuracy and speed |
| 2 | | | | |
| 3 | | | | |

*Using base-ten numerals, number names and expanded form.

**Number and Operations in Base Ten** (2.NBT.2)

➢ *Skip counts by 5's, 10's, and 100's within 1000*

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | Unable to skip count by 5s and 10s within 1000 | Able to skip count by 5s and 10s within 1000 with some accuracy | Able to skip count by 5s and 10s within 1000 with accuracy | Able to skip count by 5s and 10s within 1000 with speed and accuracy |
| 2 | | | | |
| 3 | Unable to skip count by 5s, 10s, and 100s within 1000. | Requires teacher prompting and/or support to skip count by 5s, 10s, and 100s within 1000. | Independently can skip count by 5s, 10s, and 100s within 1000. | Independently and consistently can skip count by 5s, 10s, and 100s within 1000. |

**Number and Operations in Base Ten** (2.NBT.4)

➢ ***Compares 3-digit numbers based on place value***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | Unable to compare two 3-digit numbers within 1,000 based on hundreds, tens, and ones using <, >, and = by decomposing the numbers into 100s, 10s and 1s | Able to compare two 3-digit numbers within 1,000 based on hundreds, tens, and ones using <, >, and = by decomposing the numbers into 100s, 10s and 1s with some accuracy | Able to compare two 3-digit numbers within 1,000 based on hundreds, tens, and ones using <, >, and = by decomposing the numbers into 100s, 10s and 1s with accuracy | Able to compare two 3-digit numbers within 1,000 based on hundreds, tens, and ones using <, >, and = by decomposing the numbers into 100s, 10s and 1s with accuracy and speed |
| 2 | | | | |
| 3 | | | | |

**Number and Operations in Base Ten** (2NBT.5; 2NBT.6; 2NBT.7;2NBT.8; 2NBT.9; 2.MD.B.6)

➢ ***Applies strategies to subtract within 1,000***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| **1** | Unable to mentally subtract 10 or 100 from a given number. (2.NBT.8) | Able to mentally subtract 10 or 100 from a given number with some accuracy (2.NBT.8) | Able to mentally subtract 10 or 100 from a given number with accuracy (2.NBT.8) | Able to mentally subtract 10 or 100 from a given number with accuracy and speed (2.NBT.8) |
| **2** | Unable to use multiple strategies to efficiently and accurately subtract two 2-digit or two 3-digit numbers within 1,000 | Able to use multiple strategies to subtract two 2-digit or two 3-digit numbers within 1,000 with some accuracy | Able to use multiple strategies to subtract two 2-digit or two 3-digit numbers within 1,000 and able to explain the strategy used with accuracy | Able to use multiple strategies to subtract two 2-digit or two 3-digit numbers within 1,000 and able to explain the strategy used with accuracy and speed |
| **3** | Unable to use multiple strategies to efficiently and accurately subtract two 2-digit or two 3-digit numbers within 1,000 | Able to use multiple strategies to subtract two 2-digit or two 3-digit numbers within 1,000 with some accuracy | Able to use multiple strategies to subtract two 2-digit or two 3-digit numbers within 1,000 and able to explain the strategy used with accuracy | Able to use multiple strategies to subtract two 2-digit or two 3-digit numbers within 1,000 and able to explain the strategy used with accuracy and speed |

**Number and Operations in Base Ten** (2NBT.5; 2NBT.6; 2NBT.7;2NBT.8;2NBT.9;2.MD.B6)

➢ ***Applies strategies to add within 1,000***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| **1** | Unable to mentally add 10 or 100 from a given number (2.NBT.8) | Able to mentally add 10 or 100 from a given number with some accuracy (2.NBT.8) | Able to mentally add 10 or 100 from a given number with accuracy (2.NBT.8) | Able to mentally add 10 or 100 from a given number with accuracy and speed (2.NBT.8) |
| **2** | Unable to use multiple strategies to add two 2-digit or two 3-digit numbers within 1,000 | Able to use multiple strategies to efficiently and accurately add two 2-digit or two 3-digit numbers within 1,000 with some accuracy | Able to use multiple strategies to add two 2-digit or two 3-digit numbers within 1,000 and able to explain the strategy used with accuracy | Able to use multiple strategies to add two 2-digit or two 3-digit numbers within 1,000 and able to explain the strategy used with accuracy and speed |
| **3** | Unable to use multiple strategies to add two 2-digit or two 3-digit numbers within 1,000 | Able to use multiple strategies to efficiently and accurately add two 2-digit or two 3-digit numbers within 1,000 | Able to use multiple strategies to add two 2-digit or two 3-digit numbers within 1,000 and able to explain the strategy used with accuracy | Able to use multiple strategies to add two 2-digit or two 3-digit numbers within 1,000 and able to explain the strategy used with accuracy and speed |

**MEASUREMENT AND DATA** (2.MD.1; 2.MD.3; 2.MD.9)

➢ *Measures and estimates the length of an object appropriately*

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | Unable to estimate and make measurements using appropriate tools and terms | Able to estimate and make accurate measurements using appropriate tools and terms with some accuracy | Able to estimate and make accurate measurements using appropriate tools and terms with accuracy | Able to estimate and make accurate measurements using appropriate tools and terms with accuracy and able to use estimates to establish reasonableness of solutions with accuracy |

**Measurement and Data** (2.MD.4)

➢ ***Compares the lengths of two objects using the same units of measurement***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | Unable to measure two objects using the same units of measurement and find the difference in length (inches, feet, centimeters, and meters) | Able to measure two objects using the same units of measurement and find the difference in length (inches, feet, centimeters, and meters) with some accuracy | Able to measure two objects using the same units of measurement and find the difference in length (inches, feet, centimeters, and meters) with accuracy | Able to measure two objects using the same units of measurement and find the difference in length (inches, feet, centimeters, and meters) with accuracy and speed |

**Measurement and Data** (2.MD.2)

- ***Compares different units of measure when measuring an object's length***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | Unable to compare different units of measurement (inches, feet, centimeters, and meters) when measuring an object's length | Able to compare different units of measurement (inches, feet, centimeters, and meters) when measuring an object's length with some accuracy | Able to compare different units of measurement (inches, feet, centimeters, and meters) when measuring an object's length with accuracy | Able to compare different units of measurement (inches, feet, centimeters, and meters) when measuring an object's length with accuracy and speed |

**Measurement and Data** (2.MD.7)

➢ ***Tells and writes time from an analog clock to the nearest 5 minutes using A.M. and P.M.***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | Unable to accurately tell and write time in five minute increments from analog and digital clocks, using A.M. and P.M. | Able to tell and write time in five minute increments from analog and digital clocks, using A.M. and P.M. with some accuracy | Able to tell and write time in five minute increments from analog and digital clock, using A.M. and P.M. with accuracy | Able to tell and write time in five minute increments from analog and digital clock, using A.M. and P.M. with accuracy and speed; extends understanding to one minute increments; can solve problems involving elapsed time with accuracy |

**Measurement and Data** (2.MD.8)

➢ ***Counts dollar bills, quarters, dimes, nickels, and/or pennies to solve word problems***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | Unable to solve two-step word problems involving money values that are added to, taken from, and compared with unknowns in all positions and can accurately use the ¢ and $ symbols | Able to solve two-step word problems involving money values that are added to, taken from, and compared with unknowns in all positions and can accurately use the ¢ and $ symbols with some accuracy | Able to solve two-step word problems involving money values that are added to, taken from, and compared with unknowns in all positions and can accurately use the ¢ and $ symbols with accuracy | Able to solve two-step word problems involving money values that are added to, taken from, and compared with unknowns in all positions and can accurately use the ¢ and $ symbols with accuracy and speed |

**Measurement and Data** (2.MD.9 & 2.MD.10)

➢ ***Organizes, represents, and interprets data***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| **1** | | | | |
| **2** | | | | |
| **3** | Unable to organize, create, and represent data on pictographs, bar graphs, and line plots and solve problems using the information contained within these graphs. | Able to organize, create, and represent data on pictographs, bar graphs, and line plots and solve problems using the information contained within these graphs with some accuracy | Able to organize, create, and represent data on pictographs, bar graphs, and line plots and solve problems using the information contained within these graphs with accuracy | Able to organize, create and represent data on pictographs, bar graphs, and line plots and solve complex problems using the information contained within these graphs |

**GEOMETRY** (2.G.1)

➢ ***Recognizes and draws shapes with specified attributes***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | Unable to identify, draw, and describe a shape when given its name/attribute (Shapes include: triangles, quadrilaterals, pentagons, hexagons, and cubes) | Able to identify, draw, and describe a shape when given its name/attribute (Shapes include: triangles, quadrilaterals, pentagons, hexagons, and cubes) with some accuracy | Able to identify, draw, and describe a shape when given its name/attribute (Shapes include: triangles, quadrilaterals, pentagons, hexagons, and cubes) with accuracy | Able to identify, draw, and describe a shape beyond grade level expectations when given its name/attribute (Grade level shapes include: triangles, quadrilaterals, pentagons, hexagons, and cubes) Examples of beyond grade level shapes: cones, spheres, prisms, pyramids, trapezoids, rhombus, etc.) |

**Geometry** (2.G.2 & 2.G.3)

➢ ***Partitions shapes into equal parts and describes them using the words "halves, thirds, fourths," etc.***

| Trimester | NI | PR | MS | EX |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | Unable to partition rectangles into two, three and four equal parts (rows and columns) of same-sized squares and count to find the total number; and unable to use the words halves, thirds and fourths to describe the partitioned piece | Able to partition rectangles into two, three and four equal parts (rows and columns) of same-sized squares and count to find the total number with some accuracy; and able to use the words halves, thirds and fourths to describe the partitioned piece with some accuracy | Able to partition rectangles into two, three and four equal parts (rows and columns) of same-sized squares and count to find the total number with accuracy; and able to use the words halves, thirds and fourths to describe the partitioned piece with accuracy | Able to partition rectangles into two, three and four (and more) equal parts (rows and columns) of same-sized squares and count to find the total number; and able to use the words halves, thirds and fourths, as well as eighths and sixteenths, to describe the partitioned piece |