PARENT GUIDE

Second Grade Benchmarks and Rubrics for Reporting Student Progress

2024-2025

Second Grade Benchmarks and Rubrics for Reporting Progress 2023-2024

The Florida B.E.S.T. Standards for English Language Arts and Mathematics below are reported to families on the Second Grade Report Card. Consideration was given to the benchmarks that are most critical to success in third grade. Many of the selected benchmarks encompass mastery of other skills; therefore, not all benchmarks will be individually reported.

Language Arts	Mathematics
• Working with Written Words (ELA.2.F.1.3) • Story Elements (ELA.2.R.1.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1) • Retell Stories through Writing (ELA.2.R.3.2.a, ELA.2.F.1.4, ELA.2.V.1.1, ELA.K12.EE.1.1, ELA.K12.EE.2.1) • Text Features (ELA.2.R.2.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1) • Identify the Central Idea (ELA.2.R.2.2, ELA.K12.EE.1.1, ELA.K12.EE.3.1) • Retell Informational Texts through Writing (ELA.2.R.3.2.b, ELA.2.F.1.4, ELA.K12.EE.1.1, ELA.2.V.1.1) • Communicating Through Writing (ELA.2.C.1.1, ELA.2.C.1.2, ELA.2.C.1.3, ELA.2.C.1.4, ELA.2.C.1.5, ELA.2.C.3.1) • Collaborative Conversations (ELA.2.C.2.1, ELA.K12.EE.4.1, ELA.2.V.1.1)	• Compose and Decompose 3-Digit Numbers (MA.2.NSO.1.2) • Plot, Order, and Compare Numbers 0-1,000 (MA.2.NSO.1.3) • Addition and Subtraction Facts to 20 (MA.2.NSO.2.1) • Add and Subtract from 0-100 (MA.2.NSO.2.3) • Solve Addition and Subtraction Real-World Problems (MA.2.AR.1.1) • Determine the unknown number in an equation (MA.2.AR.2.2) • Partition rectangles in different ways (MA.2.FR.1.2) • Estimate and Measure Length (MA.2.M.1.1) • Tell and Write Time (MA.2.M.2.1) • Identify, Draw, and Categorize Two-Dimensional Figures (MA.2.GR.1.1, MA.2.GR.1.2) • Find Perimeter (MA.2.GR.2.2) • Collect, Categorize, and Represent Data (MA.2.DP.1.1)

The Florida B.E.S.T. Standards for English Language Arts and Mathematics are written with the skills and knowledge required of students by the **end of the school year.** Teachers will use a rubric to determine how students are progressing toward mastery of the benchmarks. Since the benchmarks are end of the year expectations, families should expect to see students' performance levels grow across the year from a score of 1 to a score of 3 or 4 by the end of the year. Below is a list of the performance levels that are used on the report card. Scores for each benchmark are entered in Focus.

Definitions of performance levels that are used on the report card:

4	The student has an **advanced** understanding and **exceeds** *end of year*, grade level benchmark mastery. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
3*	The student demonstrates **mastery** on *end of year*, grade level benchmark. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
2	The student is **approaching** *end of year*, grade level benchmark mastery. A student receiving a 2 understands basic skills and concepts but is not yet independent. The student is applying concepts and skills with increasing success.
1	The student is **beginning** progress towards *end of year*, grade level benchmark mastery. A student receiving a 1 benefits from additional support when a Level 1 is NOT the expectation for the quarter.
L	The student has **limited** progress towards *end of year*, grade level benchmark mastery. A student receiving an L benefits from additional support.
Z	The benchmark is not assessed during this quarter.

The 3 is the grade level expectation and is what all students should meet by the end of the year.

Second Grade ELA Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Phonics- Working with Written Words Quarters 1,2,3,4	Applies knowledge accurately in **0- 1** of the following: • Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). • Decode regularly spelled two-syllable words with long and short vowels. • Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables • Decode words with consonant -le (e.g., purple, circle, stumble). • Decode words with common prefixes **OR** suffixes. • Decode words with silent letter combinations (e.g., knight, comb, island, ghost).	Applies knowledge accurately in **2-3** of the following: • Decode words with variable vowel teams (e.g., oo, ea, ou) OR vowel diphthongs (e.g., oi, oy, ow). • Decode regularly spelled two-syllable words with long and short vowels. • Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables • Decode words with consonant -le (e.g., purple, circle, stumble) • Decode words with common prefixes **OR** suffixes. • Decode words with silent letter combinations (e.g., knight, comb, island, ghost). **Q1 expectation**	Applies knowledge accurately in **4-5** of the following: • Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). • Decode regularly spelled two-syllable words with long and short vowels. • Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables • Decode words with consonant -le (e.g., purple, circle, stumble). • Decode words with common prefixes **OR** suffixes. • Decode words with silent letter combinations (e.g., knight, comb, island, ghost). **Q2/Q3 expectation**	Applies knowledge accurately in **ALL** of the following: • Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). • Decode regularly spelled two-syllable words with long and short vowels. • Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables • Decode words with consonant -le (e.g., purple, circle, stumble). • Decode words with common prefixes and suffixes. • Decode words with silent letter combinations (e.g., knight, comb, island, ghost). **Q4 expectation**	Applies knowledge accurately in **ALL** of the previous skills **AND** encodes words correctly.
Story Elements Quarters 1,2,3,4	With prompting, identify **ALL** of the following main story elements in a literary text: • Characters • Setting • Events from beginning, middle, and end **OR** Unable to identify main story elements even with prompting	Demonstrates understanding of **3-4** of the following: • Identifies the characters • Identifies the setting • Identifies the events from the beginning, middle, and end of a story in a logical sequence • Describes the character's feelings • Describes the character's behavior • Describes the setting including the time, even when not explicitly states • Uses character's feelings, behaviors, and words to determine the character's traits **Q1 expectation**	Demonstrates understanding of **5-6** of the following: • Identifies the characters • Identifies the setting • Identifies the events from the beginning, middle, and end of a story in a logical sequence • Describes the character's feelings • Describes the character's behavior • Describes the setting including the time, even when not explicitly states • Uses character's feelings, behaviors, and words to determine the character's traits **Q2/Q3 expectation**	Demonstrates understanding of **ALL** of the following: • Identifies the characters* • Identifies the setting** • Identifies the events from the beginning, middle, and end of a story in a logical sequence • Describes the character's feelings • Describes the character's behavior • Describes the setting including the time, even when not explicitly states • Uses character's feelings, behaviors, and words to determine the character's traits **AND** Identifies the plot structure including characteristics at beginning, middle, and end (i.e. characters introduced, setting, problem,/solution) **Q4 expectation**	Demonstrates understanding of **ALL** of the following: • Identifies the characters* • Identifies the setting** • Identifies the events from the beginning, middle, and end of a story in a logical sequence • Describes the character's feelings • Describes the character's behavior • Describes the setting including the time, even when not explicitly states • Uses character's feelings, behaviors, and words to determine the character's traits • Identifies the plot structure including characteristics at beginning, middle, and end (i.e. characters introduced, setting, problem,/solution) **AND** Describes how a character's traits, feelings, or behaviors change including what causes them to change

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Retell Stories Through Writing Quarters 1,2,3,4	With prompting, retells orally or in writing* **ALL** of the following main story elements in a literary text: • Characters • Setting • At least 1 major event **OR** Unable to include ALL of the above when retelling a literary text, even with prompting	Retells in writing* **ALL** of the following main story elements in a literary text: • Characters • Setting • 1-2 major events in a logical sequence **Q1 expectation**	Retells in writing* **ALL** of the following main story elements in a literary text: • Characters • Setting • 1-2 major events in a logical sequence **AND** Includes the problem **OR** solution **Q2/Q3 expectation**	Retells in writing* **ALL** of the following main story elements in a literary text: • Characters • Setting • Major events in a logical sequence **AND** Includes the problem **AND** solution **Q4 expectation**	Retells in writing* **ALL** of the following main story elements in a literary text: • Characters • Setting • Major events in a logical sequence • Problem • Solution **AND** Identifies the theme of the literary text
Text Features Quarters 1,2,3,4	With prompting, identifies text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations **OR** Unable to identify text features, even with prompting	Demonstrates understanding of **1-2** of the following: • Identifies text features (titles, headings, captions, graphs, maps, glossaries, and/or illustrations) • Describes text features • Describes the purpose of text features **Q1 expectation**	Demonstrates understanding of **ALL** of the following: • Identifies text features (titles, headings, captions, graphs, maps, glossaries, and/or illustrations) • Describes text features • Describes the purpose of text features **Q2/Q3 expectation**	Demonstrates understanding of **ALL** of the following: • Identifies text features (titles, headings, captions, graphs, maps, glossaries, and/or illustrations) • Describes text features • Describes the purpose of text features **AND** Explains how text features contribute to the meaning of the text **Q4 expectation**	Demonstrates understanding of **ALL** of the following: • Identifies text features (titles, headings, captions, graphs, maps, glossaries, and/or illustrations) • Describes text features • Describes the purpose of text features **AND** Explains in writing how text features contribute to/support the central idea of the text
Identify Central Idea Quarters 2,3,4	With prompting, identifies the following in an informational text: • Topic of sections of the text and/or the whole text **AND/OR** • Details (relevant and/or irrelevant) **OR** Unable to identify the topic and details, even with prompting	Demonstrates understanding of **ALL** of the following in an informational text: • Identifies topic of sections of the text • Identifies topic of the whole text • Identifies details (relevant and/or irrelevant)	Demonstrates understanding of **ALL** of the following in an informational text: • Identifies topic of sections of the text • Identifies topic of the whole text • Identifies relevant details • Identifies author's point (what author wants reader to understand about the topic) **Q2/3 expectation**	Demonstrates understanding of **ALL** of the following in an informational text: • Identifies topic of sections of the text • Identifies topic of the whole text • Identifies relevant details • Identifies author's point (what author wants reader to understand about the topic) **AND** Identifies central idea (topic + point = central idea) **Q4 expectation**	Demonstrates understanding of **ALL** of the following in an informational text: • Identifies topic of sections of the text • Identifies topic of the whole text • Identifies relevant details • Identifies author's point (what author wants reader to understand about the topic) • Identifies central idea (topic + point = central idea) **AND** Explains in writing how the relevant details support the central idea

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Retell Informational Texts Through Writing Quarters 2,3,4	With prompting, retells orally or in writing* or orally **ALL** the following for an informational text: • Topic of the text • Details (relevant and/or irrelevant) **OR** Unable to retell topic or details even with prompting	Retells in writing* **ALL** of the following for an informational text: • Topic of the text • Details (relevant and/or relevant)	Retells in writing* **ALL** of the following for an informational text: • Topic of the text • Author's point (what the author wants the reader to understand about a topic) • 1-2 relevant details **Q2/3 expectation**	Retells in writing* **ALL** of the following for an informational text: • Central idea (topic + point = central idea) • Relevant details from all sections of the text **Q4 expectation**	Retells in writing* **ALL** of the following for an informational text: • Central idea (topic + point = central idea) • Relevant details from all sections of the text **AND** • Includes inferences that show the connection between the details and central idea
Communicating Through Writing Quarters 1,2,3,4	With support, attempts the following: • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre	Attempts the following: • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre **Q1 expectation**	Demonstrates **MOST** of the following: • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre • Evidence of use of a source when writing an opinion or expository text **Q2 expectation**	Demonstrates **ALL** of the following: • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre • Evidence of use of a source when writing an opinion or expository text **Q3/Q4 expectation**	Demonstrates **ALL** of the following: • Writes sentences that can be read by an educator • Use of grade level grammar skills (see ELA.2.C.3.1) • Provides an introduction • Provides a sense of closure • Use of transitions • Logical progression of ideas • Uses structure of the genre • Evidence of use of a source when writing an opinion or expository text **AND** Adds personal or text-to-text connections
Collaborative Conversations Quarters 1,2,3,4	Participates in collaborative conversations with diverse partners about *grade 2 topics and texts* by demonstrating **1 of the following:** • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation Justifies thinking (e.g., "I think because __)	Participates in collaborative conversations with diverse partners about *grade 2 topics and texts* by demonstrating **2-3 of the following:** • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation • Justifies thinking (e.g., "I think because ___) **Q1 expectation**	Participates in collaborative conversations with diverse partners about *grade 2 topics and texts* by demonstrating **4-5 of the following:** • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation • Justifies thinking (e.g., "I think because ___) **Q2 expectation**	Participates in collaborative conversations with diverse partners about *grade 2 topics and texts* by demonstrating **ALL of the following:** • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation • Justifies thinking (e.g., "I think because) **Q3/Q4 expectation**	Participates in collaborative conversations with diverse partners about *grade 2 topics and texts* by demonstrating **ALL of the following:** • Use of grade level academic vocabulary • Conversations with peers and adults in small and larger groups • Follows agreed upon rules, taking turns and listening to others • Continues a conversation through multiple exchanges • Presents information in complete sentences, with appropriate volume, and clear pronunciation • Justifies thinking (e.g., "I think because) **AND** Applies skills in other content areas.

Second Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Compose and Decompose 3-Digit Numbers Quarters 3,4	With support, not yet able to compose and decompose three-digit numbers	With support, students can compose and decompose three-digit numbers using hundreds, tens, and ones with **ONE** of the following: • Objects • Drawings • Expressions or Equations	Demonstrates an understanding of composing and decomposing three-digit numbers using hundreds, tens, and ones with **TWO** of the following: • Objects • Drawings • Expressions or Equations **Q3 expectation**	Demonstrates an understanding of composing and decomposing three-digit numbers using hundreds, tens, and ones with **ALL** of the following: • Objects • Drawings • Expressions or Equations Is able to justify their thinking **Q4 expectation**	Demonstrates an understanding of composing and decomposing **more than** three-digit numbers using hundreds, tens, and ones with **ALL** of the following: • Objects • Drawings • Expressions or Equations Is able to justify their thinking
Plot, Order, and Compare Numbers 0-1,000 Quarters 3,4	With support, not yet able to plot, order, and compare numbers up to 1,000	With support demonstrates understanding **ONE** of the following with whole numbers up to 1,000: • Plotting numbers on a number line • Sequentially ordering numbers • Comparing numbers using the terms and symbols (greater than, less than, and equal to)	Demonstrates understanding **TWO** of the following with whole numbers up to 1,000: • Plotting numbers on a number line • Sequentially ordering numbers • Comparing numbers using the terms and symbols (greater than, less than, and equal to) **Q3 expectation**	Demonstrates understanding **ALL** of the following with whole numbers up to 1,000: • Plotting numbers on a number line • Sequentially ordering numbers • Comparing numbers using the terms and symbols (greater than, less than, and equal to) Is able to justify their thinking **Q4 expectation**	Demonstrates understanding **ALL** of the following with whole numbers **greater than** 1,000: • Plotting numbers on a number line • Sequentially ordering numbers • Comparing numbers using the terms and symbols (greater than, less than, and equal to) Is able to justify their thinking
Addition and Subtraction Facts to 20 Quarters 1,2,3,4	With support, **not yet able** to recall addition facts with sums to 10 and related subtraction facts	With support, able to find sums to **10** and recall related subtraction facts **Q1 expectation**	Able to find sums to **20** and recall related subtraction facts **Q2 expectation**	Able to find sums to **20** and recall related subtraction facts **with automaticity** Is able to justify their thinking **Q3/Q4 expectation**	Able to find sums to **20** and **demonstrate an understanding** of related subtraction facts with **automaticity** (number bonds, fact families, fact triangles, etc.) Is able to justify their thinking

For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.

Second Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Add and Subtract Numbers from 0-100 Quarters 2,3,4	With support, **not yet able** to add two numbers with sums to 100 **OR** subtract numbers each no larger than 100 Student **unable** to choose a method th~~ey~~ can use reliably	Able to add two whole numbers with sums to 100 with procedural reliability **OR** Able to subtract two whole numbers, each no larger than 100 with procedural reliability Student **needs support** to choose a method they can use reliably **Q2 expectation**	Able to add two whole numbers with sums to 100 with **limited accuracy** Able to subtract two whole numbers, each no larger than 100 **limited accuracy** Student **able** to choose a method they can use reliably **Q3 expectation**	Able to add two whole numbers with sums to 100 with procedural reliability Able to subtract two whole numbers, each no larger than 100 with **procedural reliability** Student **able** to choose a method they can use reliably Is able to justify their thinking **Q4 expectation**	Able to add two whole numbers with sums **greater than** 100 with **procedural reliability** Able to subtract two whole numbers, **larger than 100** with **procedural reliability** Student **able** to choose a method they can use reliably Is able to justify their thinking
Solve Addition and Subtraction Real-World Problems Quarters 1,2,3,4	With support, **not yet able** to solve addition **OR** subtraction real-world problems (problems may be presented orally to the students)	With support, able to solve addition **OR** subtraction real- world problems (problems may be presented orally to the students) with numbers within 100 **Q1 expectation**	Able to solve one and two step addition **OR** subtraction real-world problems (problems may be presented orally to the students) with numbers within 100 **Q2 expectation**	Able to solve one and two step addition **AND** subtraction real-world problems (problems may be presented orally to the students) with numbers within 100 Is able to justify their thinking **Q3/Q4 expectation**	Able to solve one and two step addition **AND** subtraction real-world problems (problems may be presented orally to the students) with numbers **greater than** 100 Is able to justify their thinking
Determine the Unknown Number in an Equation Quarters 2,3,4	With support, **not yet able** to determine the unknown whole number in an addition or subtraction equation, relating **three** whole number***s***	With support, able to determine an unknown whole number in an addition or subtraction equation with **three** whole numbers within 100 **Q2 expectation**	Able to determine an unknown whole number in an addition or subtraction equation with **three** whole numbers within 100 Student shows with **limited** accuracy **Q3 expectation**	Able to determine an unknown whole number in an addition or subtraction equation with **three or four** whole numbers within 100 Student shows accuracy Is able to justify their thinking **Q4 expectation**	Able to determine an unknown whole number in an addition and/or subtraction equation with **three or four** whole numbers or beyond 100 Student shows accuracy Is able to justify their thinking
Partition Rectangles in Different Ways Quarter 3 , 4	With support, **not yet able** to partition rectangles into two, three, or four equal sized parts	Able to partition rectangles into two, three, or four **unequal** sized parts	Able to partition rectangles into two, three, or four **equal** sized parts in **one** way **Q3 expectation**	Able to partition rectangles into two, three, or four **equal** sized parts in **two** ways Is able to justify their thinking **Q4 expectation**	Able to partition rectangles into two, three, and four **equal** sized parts in **two** ways Is able to justify their thinking

For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.

Second Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Estimate and Measure Length Quarter 4	With support, **not yet able** to estimate and measure the length of an object with the appropriate tool	Demonstrates the ability to do **ONE** of the following: • select the appropriate tool • estimate measure objects to the nearest standard unit	Demonstrates the ability to do **TWO** of the following: • select the appropriate tool • estimate measure objects to the nearest standard unit	Demonstrates the ability to select the appropriate tool, estimate, and measure objects to the nearest standard unit Is able to justify their thinking **Q4 expectation**	Demonstrates the ability to select the appropriate tool, estimate, and measure objects to the nearest standard unit Is able to **justify thinking** and **give another example** of an object that could also be measured in that same unit
Tell and Write Time Quarters 3,4	With support, **not yet able** to tell and write time to the nearest five minutes	Demonstrates the ability to do **ONE** of the following things using an analog and digital clock: • Tell and write time to the nearest 5 minutes • Use a.m. and p.m. appropriately Express portions of an hour using all fractional terms	Demonstrates the ability to do **TWO** of the following things using an analog and digital clock: • Tell and write time to the nearest 5 minutes • Use a.m. and p.m. appropriately Express portions of an hour using all fractional terms **Q3 expectation**	Demonstrates the ability to do **ALL** of the following things using an analog and digital clock: • Tell and write time to the nearest 5 minutes • Use a.m. and p.m. appropriately • Express portions of an hour using all fractional terms Is able to justify their thinking **Q4 expectation**	Demonstrates the ability to do **ALL** of the following things using an analog and digital clock: • Tell and write time to the nearest 5 minutes • Use a.m. and p.m. appropriately • Express portions of an hour using all fractional terms*** • Tell and write time to the nearest minute Is able to justify their thinking

For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.

Second Grade Math Parent Rubric

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark
Identify, Draw, and Categorize 2-D Figures Quarter 2,3,4	With support, **not yet able** to identify and draw two-dimensional figures based on their attributes	Identifies and draws **2 two-dimensional figures** based on their defining attributes. • triangles • rectangles • squares • pentagons • hexagons • octagons	Identifies and draws **4 two-dimensional figures** based on their defining attributes • triangles • rectangles • squares • pentagons • hexagons • octagons Able to categorize 2D figures based on **TWO** of the following attributes: • Number and length of sides • Number of vertices • Closed/not closed • Curved or straight edges **Q2/Q3 expectation**	Identifies and draws **ALL two-dimensional figures** based on their defining attributes • triangles • rectangles • squares • pentagons • hexagons • octagons Able to categorize 2D figures based on **ALL** of the following attributes: • Number and length of sides • Number of vertices • Closed/not closed • Curved or straight edges Is able to justify their thinking **Q4 expectation**	Identifies and draws **ALL two-dimensional figures** based on their defining attributes • triangles • rectangles • squares • pentagons • hexagons • octagons When given a shape, student can identify it and list how they know based on at least three defining attributes. Able to categorize 2D figures based on **ALL** of the following attributes: • Number and length of sides • Number of vertices • Closed/not closed • Curved or straight edges Is able to justify their thinking
Find Perimeter Quarters 4	With support, **not yet able** to find the perimeter of a polygon	With support, able to find the perimeter of a polygon within 100 units	Able to find the perimeter of a polygon with whole number side lengths with **inconsistent accuracy** within 100 units	Able to find the perimeter of a polygon with whole number side lengths with **accuracy** within 100 units Is able to justify their thinking **Q4 expectation**	Able to find the perimeter of an polygon with whole number side lengths within 100 units when not all side lengths are given Is able to justify their thinking

For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.

Second Grade Math Parent Rubric

Benchmark	**L** Limited Progress Toward Benchmark Mastery	**1** Beginning Progress Toward Benchmark Mastery	**2** Approaching Benchmark Mastery	**3** Benchmark Mastery	**4** Exceeds the Benchmark
Collect, Categorize, and Represent Data Quarter 4	With support, **not yet able** to: • collect and sort data into categories • count data in each category • represent data	With support, is able to complete **ONE** of the following: • collect and sort data into categories • represent data using tallies, tables, pictographs, bar graphs • use appropriate titles, labels and units	Is able to complete **TWO** of the following: • collect and sort data into categories • represent data using tallies, tables, pictographs, bar graphs • use appropriate titles, labels and units	Is able to complete **ALL** of the following: • collect and sort data into categories • represent data using tallies, tables, pictographs, bar graphs • use appropriate titles, labels and units Is able to justify their thinking **Q4 expectation**	Is able to complete **ALL** of the following: • collect and sort data into categories • represent data using tallies, tables, pictographs, bar graphs • use appropriate titles, labels and units • compare data in each category Is able to justify their thinking

For performance tasks in mathematics, students are able and encouraged to use manipulatives. Examples include: 120 chart, number lines, place value blocks, clocks, measuring tools, etc. To justify, students must be able to explain and express their reasoning by using appropriate mathematical language, written words, number and/or models.