

**Octorara Area School District  
Standards Based Report Card Rubrics  
2018-2019  
2nd grade MATH**

Standards-based grading aligns grading with the PA Core Standards. The report card accurately communicates achievement of learning targets to students, parents, and educators. Our report card provides specific information about the level of proficiency on the learning targets that are taught each trimester.

By the end of the year, students are expected to meet each grade-level standard (M). Students not meeting standards will receive instructional supports to achieve mastery for specific content and skills.

The purpose of these rubrics is to assist students, parents, and teachers in understanding what the specific learning expectations are for students to be considered at grade-level mastery in each skill area. These learning expectations may grow or increase as the school year progresses and more content/skills are introduced.

SBRC Descriptor	M	SP	LP	NA
Means:	Consistently meets grade level expectations/standards	Demonstrates steady progress toward meeting grade level expectations/standards	Demonstrates limited progress toward meeting grade level expectations/standards	Not assessed at this time
<b>Math Fact Fluency</b>				
Shows basic facts mastery/uses mental strategies to add within 20	Independently and consistently calculates basic addition facts efficiently, accurately and flexibly	Inconsistently calculates basic addition facts efficiently, accurately and flexibly. May be independent with some facts, but not all.	Dependent upon concrete strategies or tools such as number lines, drawings, or objects to calculate addition facts	Not assessed at this time

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Shows basic facts mastery/uses mental strategies to subtract within 20	Independently and consistently calculates basic subtraction facts efficiently, accurately and flexibly	Inconsistently calculates basic subtraction facts efficiently, accurately and flexibly. May be independent with some facts, but not all.	Dependent upon concrete strategies or tools such as number lines, drawings, or objects to calculate subtraction facts	Not assessed at this time
<b>Numbers and Operations in Base Ten</b>				
Uses place value concepts to represent amounts of tens and ones and to compare three digit numbers	Independently and consistently demonstrates place value concepts for ones, tens, and hundreds without using manipulatives.  Independently and consistently orders and compares numbers up to 1,000	Consistently demonstrates place value concept for ones, tens, and hundreds using concrete objects.  Consistently orders and compares numbers up to 500	Limited ability to demonstrate place value concepts even with manipulatives.  Consistently orders and compares numbers up to 300	Not assessed at this time.
Use place value concepts to read, write, and skip count to 1,000	Recognizes and writes whole numbers to 1,000 including skip counting by 5's, 10's, and 100's.	Recognizes and writes whole numbers to 500 including skip counting by 5's, 10's, and 100's.	Recognizes and writes whole numbers to 300 including skip counting by 5's, 10's, 100's	Not assessed at this time.
Uses place value understanding and properties of operations to add within 1,000	Independently and consistently estimates and solves single, double, and triple digit addition problems with and without regrouping in vertical and horizontal form	With teacher assistance is able to estimate and solve single, double, and triple digit addition problems with and without regrouping in vertical and horizontal form.	Is unable to estimate and solve single and double digit addition problems without regrouping in vertical and horizontal form.	Not assessed at this time.
Uses place value understanding and properties of operations to	Independently and consistently solves single, double, and triple digit subtraction problems with and without regrouping in vertical	With teacher assistance is able to solve single, double, and triple digit subtraction problems with and without regrouping in vertical and	Is unable to solve single and double digit subtraction problems without regrouping in vertical and horizontal	Not assessed at this time.

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subtract within 1,000	and horizontal form	horizontal form.	form.	
<b>Operations and Algebraic Thinking</b>				
Represents and solves problems involving addition within 100.	Independently and consistently represents and solves problems involving addition within 100.	Inconsistently represents and solves problems involving addition within 100.	Unable to represent and solve problems involving addition within 100.	Not assessed at this time.
Represents and solves problems involving subtraction within 100	Independently and consistently represents and solves problems involving subtraction within 100.	Inconsistently represents and solves problems involving subtraction within 100.	Unable to represent and solve problems involving subtraction within 100.	Not assessed at this time.
Works with equal groups of objects to gain foundations for multiplication	Is able to independently draw a picture, array or manipulatives to solve basic multiplication and division facts	With teacher assistance is able to use manipulatives to solve basic multiplication and division problems.	Unable to use manipulatives to solve basic multiplication and division problems.	Not assessed at this time.
<b>Geometry</b>				
Analyzes shapes and their attributes	NA	NA	NA	Not assessed at this time.
Partitions shapes into halves and quarters/fourths and thirds.	NA	NA	NA	Not assessed at this time.
<b>Measurement and Data</b>				
Tells and writes time to the nearest 5 minutes using	NA	NA	NA	Not assessed at this time.

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both analog and digital clocks				
Measures and estimates lengths in standard units (customary and metric) using appropriate tools	NA	NA	NA	Not assessed at this time.
Counts money and solves problems involving money	NA	NA	NA	Not assessed at this time.
Represents and interpret data using line plots, picture graphs and bar graphs	NA	NA	NA	Not assessed at this time.