

Grading Benchmarks – SECOND GRADE

READING

| 1) Reads at grade level. | | | | |
|---|---|---|---|---|
| Trimester | 1 | 2 | 3 | 4 |
| 1st | Student has achieved reading success at Level G or below. | Student has achieved reading success at Level H or I. | Student has achieved reading success at Level J or K. | Student has achieved reading success at Level L or above. |
| 2nd | Student has achieved reading success at Level I or below. | Student has achieved reading success at Level J or K. | Student has achieved reading success at Level L. | Student has achieved reading success at Level M or above. |
| <i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i> | | | | |

| 2) Uses various strategies to decode text (pictures, context, phonics). | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| ALL | Student is unable or rarely able to use phonic skills, picture clues, and context clues to figure out unknown words. | Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words. | Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words. | Student is able to use skills in a higher-level text. |

Grading Benchmarks – SECOND GRADE

3) Reads with comprehension: Literal (main idea, details, character, setting, retells accurately).

⇒ Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|---|--|
| 1st | <ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. • Student does not use target comprehension skills. • Student has achieved comprehension success at Level G or below. | <ul style="list-style-type: none"> • Student sometimes demonstrates some literal understanding of stories and informational texts. • Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. • Student has achieved comprehension success at Level H or I. | <ul style="list-style-type: none"> • Student demonstrates a literal understanding of stories and informational texts. • Retellings and responses demonstrate an understanding of the text and partial application of learned comprehension skills. • Student has achieved comprehension success at Level J or K. | <p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of texts. • Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills. • Student has achieved comprehension success at Level L or above. |
| 2nd | <ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. • Student does not use target comprehension skills. • Student has achieved comprehension success at Level I or below. | <ul style="list-style-type: none"> • Student sometimes demonstrates literal understanding of stories and informational texts. • Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. • Student has achieved comprehension success at Level J or K. | <ul style="list-style-type: none"> • Student demonstrates a literal understanding of stories and informational texts. • Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills. • Student has achieved comprehension success at Level L. | <p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of texts. • Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills. • Student has achieved comprehension success at Level M or above. |

Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

Grading Benchmarks – SECOND GRADE

4) Reads with comprehension: Inferential (inferences, predictions, conclusions).

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|--|---|
| 1st | <ul style="list-style-type: none"> ● Student notices few details in pictures and text. ● Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. ● Student has achieved comprehension success at Level G or below. | <ul style="list-style-type: none"> ● Student inconsistently notices some clues in pictures and text. ● Student sometimes extends thinking to describe a few clues. ● Student demonstrates a limited inferential understanding of informational and imaginative texts. ● Student has achieved comprehension success at Level H or I. | <ul style="list-style-type: none"> ● Student notices clues in pictures and text. ● Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. ● Student demonstrates an inferential understanding of informational and imaginative texts. ● Student has achieved comprehension success at Level J or K. | <p>In above-grade-level texts:</p> <ul style="list-style-type: none"> ● Student consistently analyzes clues in pictures and text. ● Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author’s purpose. ● Student demonstrates an insightful inferential understanding of informational and imaginative texts. ● Student has achieved comprehension success at Level L or above. |
| 2nd | <ul style="list-style-type: none"> ● Student notices few details in pictures and text. ● Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. ● Student has achieved comprehension success at Level I or below. | <ul style="list-style-type: none"> ● Student inconsistently notices some clues in pictures and text. ● Student sometimes extends thinking to describe a few clues. ● Student demonstrates a limited inferential understanding of informational and imaginative texts. ● Student has achieved comprehension success at Level J or K. | <ul style="list-style-type: none"> ● Student notices clues in pictures and text. ● Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. ● Student demonstrates an inferential understanding of informational and imaginative texts. ● Student has achieved comprehension success at Level L. | <p>In above-grade-level texts:</p> <ul style="list-style-type: none"> ● Student consistently analyzes clues in pictures and text. ● Student consistently extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author’s purpose. ● Student consistently demonstrates an insightful inferential understanding of informational and imaginative texts. ● Student has achieved comprehension success at Level M. |

Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

Grading Benchmarks – SECOND GRADE

5) Reads with fluency (expression, phrasing, rate, accuracy).

⇒ Demonstrates the ability to read accurately at an appropriate pace with expression.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|---|---|
| ALL | <ul style="list-style-type: none"> ● Student does not demonstrate fluency when reading target high-frequency and decodable words. ● Lack of fluent reading is evident during independent reading of texts. ● Reading of texts is very choppy and slow. ● Student does not attend to spaces between words or to ending punctuation. | <ul style="list-style-type: none"> ● Student reads some target high-frequency and decodable words accurately. ● Student may read words very quickly and inaccurately or very slowly and inaccurately. ● Reading is somewhat fluent when independently reading texts. ● Student reads leveled texts either too slowly or too quickly. ● Reading is choppy some of the time. ● Student does not consistently attend to ending punctuation. ● Student uses very little or no expression. | <ul style="list-style-type: none"> ● Student consistently reads target high-frequency and decodable words accurately and with appropriate pacing. ● Student uses and recognizes word patterns when reading words fluently. ● Student demonstrates fluent reading of on level texts. ● Student reads accurately. ● Student pauses briefly between words. ● Student attends to ending punctuation. ● Student uses expression matched to meaning and punctuation. | <ul style="list-style-type: none"> ● Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing; ● Student demonstrates fluent reading of above-level texts when reading independently. ● Student attends to internal and ending punctuation. ● Reading is fluid and accurate. ● Student uses phrasing to group words that go together. ● Expression is matched to the mood, character’s feelings, or actions in the text. |

6) Demonstrates stamina during independent reading.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|--|--|--|
| 1st | Student is unable or rarely able to sustain attention for 15 minutes. | Student is approaching reading stamina for 20 minutes. | Student consistently sustains attention during independent reading for 20 minutes. | Student consistently sustains attention during independent reading for 25 minutes. |
| 2nd | Student is unable or rarely able to sustain attention for 20 minutes. | Student is approaching reading stamina for 25 minutes. | Student consistently sustains attention during independent reading for 25 minutes. | Student consistently sustains attention during independent reading for 30 minutes. |

Grading Benchmarks – SECOND GRADE

WRITING

1) Generates ideas.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|---|---|---|
| ALL | <ul style="list-style-type: none"> ● Student generates very few ideas. ● Student does not use pre-writing strategies taught in units of study. | <ul style="list-style-type: none"> ● Student generates a few ideas from experience. ● Student uses a few pre-writing strategies taught in units of study. | <ul style="list-style-type: none"> ● Student generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination. ● Student uses some prewriting strategies to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers), as taught in units of study. | <ul style="list-style-type: none"> ● Student generates and tries out ideas from experience, stories read, informational text, or imagination. ● Student uses pre-writing strategies taught in units of study to narrow a topic and to thoroughly plan writing taught in units of study. |

2) Develops ideas in an organized manner (beginning, middle, end).

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|---|---|
| ALL | <ul style="list-style-type: none"> ● Most of the student's ideas are not relevant to the topic. ● There is a beginning with one or two unrelated details. ● Student uses few basic text features. ● Student uses many sentence fragments or run-ons. | <ul style="list-style-type: none"> ● Student's writing is partially organized with some ideas relevant to the topic. ● There is a beginning and end with a few details. ● Student uses some simple text features. ● Some sentences are incomplete or run-on. | <ul style="list-style-type: none"> ● Student's writing is organized; most ideas are relevant to the topic. ● There is a clear beginning, middle, and end with related details in each part. ● Student uses target text features (title, pictures, captions, author, page numbers). ● Student writes complete sentences. ● Student produces complete declarative, interrogative, imperative, and exclamatory sentences. | <ul style="list-style-type: none"> ● Student's writing is organized with ideas that are relevant to and support the topic and purpose. ● There is a well-developed beginning, middle, and end with many relevant details. ● Student uses above-level text features. ● Student writes different kinds of complete and complex sentences (declarative, interrogative, imperative, and exclamatory). |

Grading Benchmarks – SECOND GRADE

3) Demonstrates stamina during independent writing time.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|---|---|
| 1st | Student is unable or rarely able to write independently for 20 minutes. | Student is approaching independent writing stamina of 20 minutes. | Student consistently writes independently for 20 minutes. | Student consistently writes independently for more than 20 minutes. |
| 2nd | Student is unable or rarely able to write independently for 25 minutes. | Student is approaching independent writing stamina of 25 minutes. | Student consistently writes independently for 25 minutes. | Student consistently writes independently for more than 25 minutes. |

4) Uses capitalization and punctuation appropriately.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|--|--|--|
| 1st | <p>Student rarely applies grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, “I.” • Question marks, periods, exclamation points. • Commas to separate day from year in dates. | <p>Student is beginning to apply grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, “I.” • Question marks, periods, exclamation points. • Commas to separate day from year in dates. | <p>Student applies grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, “I.” • Question marks, periods, exclamation points. • Commas to separate day from year in dates. | <p>Student consistently applies above-grade-level mechanics of capitalization and punctuation.</p> |
| 2nd | <p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Commas when listing. | <p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Commas when listing. | <p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Commas when listing and in greetings and closings of letters. | <p>Student consistently applies above-grade-level mechanics of capitalization and punctuation.</p> |

Grading Benchmarks – SECOND GRADE

5) Applies conventions of grammar and usage.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|--|--|--|
| 1st | Student rarely applies grade-level grammar and usage, including: <ul style="list-style-type: none"> ● Produce complete simple sentences. ● Collective nouns to describe groups. | Student is beginning to apply grade-level grammar and usage, including: <ul style="list-style-type: none"> ● Produce complete simple sentences. ● Collective nouns to describe groups. | Student applies grade-level grammar and usage, including: <ul style="list-style-type: none"> ● Produce complete simple sentences. ● Collective nouns to describe groups. | Student consistently applies above-grade-level conventions of grammar and usage. |
| 2nd | Student rarely applies grade-level grammar and usage as listed in the 1 st Trimester, plus: <ul style="list-style-type: none"> ● Expanding simple sentences. ● Compound sentences. ● Adjectives, adverbs, and pronouns. | Student is beginning to apply grade-level grammar and usage as listed in the 1 st Trimester, plus: <ul style="list-style-type: none"> ● Expanding simple sentences. ● Compound sentences. ● Adjectives, adverbs, and pronouns. | Student applies grade-level grammar and usage as listed in the 1 st Trimester, plus: <ul style="list-style-type: none"> ● Expanding simple sentences. ● Compound sentences. ● Adjectives, adverbs, and pronouns. | Student consistently applies above-grade-level conventions of grammar and usage. |

6) Learns and applies spelling patterns.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|---|--|---|
| ALL | Student does not use or edit spelling of grade-level decodable and high-frequency words. | Student rarely uses and edits spelling of grade-level decodable and high-frequency words. | Student uses and edits spelling of many grade-level decodable and high-frequency words, by consulting reference materials. | Student consistently uses and edits spelling of grade-level and above-grade-level decodable and high-frequency words. |

Grading Benchmarks – SECOND GRADE

7) Applies revision and editing strategies.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|---|---|---|
| ALL | <ul style="list-style-type: none"> ● Student does not read or revise his/her own writing. ● Student does not reread his/her writing to edit for capitalization, punctuation, and spelling. | <ul style="list-style-type: none"> ● Student sometimes rereads and revises some of his/her own writing with teacher or partner. ● Student adds or deletes a few words. ● Student sometimes rereads his/her writing to teacher or parent. ● Student sometimes attempts to edit for capitalization and punctuation with a partner or teacher to check and correct spelling. | <ul style="list-style-type: none"> ● Student rereads his/her writing to self, teacher, and writing partner. ● Student revises to make writing look and sound better by adding, deleting, and changing some words and details. ● Student rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation. ● Student attempts to edit independently by consulting reference materials to check and correct spelling. | <ul style="list-style-type: none"> ● Student consistently rereads and revises his/her own writing independently and with partners. ● Student revises to make it look and sound better by adding, deleting, rearranging, and moving words and sentences. ● Student consistently rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation. ● Student consistently attempts to edit independently by consulting reference materials to check and correct spelling. |

8) Applies handwriting skills to write legibly.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---------------------------------|--------------------------------|-------------------------|--------------------------------------|
| ALL | Student does not write legibly. | Student rarely writes legibly. | Student writes legibly. | Student consistently writes legibly. |

Grading Benchmarks – SECOND GRADE

MATHEMATICS

1) Understands and applies mathematical concepts.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|---|--|--|
| 1st | <p><u>Counting Sequence</u></p> <ul style="list-style-type: none"> ● Student does not count sets of up to 100 objects ● Student cannot identify and see patterns in number sequence to count, read, and write numbers to 100 and beyond. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> ● Student is not fluent with addition and subtraction within 20 ● Student does not understand and does not use known combinations to add several numbers in any order ● Student is not able to solve a comparison story with the difference unknown <p><u>Counting Money:</u> Student is unable or rarely able to identify the value of a group of dimes, nickels, and pennies and cannot count combinations of coins.</p> <p><u>Geometry (2-D/3-D Shapes):</u></p> | <p><u>Counting Sequence</u></p> <ul style="list-style-type: none"> ● Student sometimes counts sets of up to 100 objects ● Student sometimes identifies and sees patterns in number sequence to count, read, and write numbers to 100 and beyond. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> ● Student is somewhat fluent with addition and subtraction within 20 ● Student somewhat understands and uses known combinations to add several numbers in any order ● Student can somewhat solve a comparison story with the difference unknown <p><u>Counting Money:</u> Student sometimes identifies the value of a group of dimes, nickels, and pennies and count combinations of coins.</p> <p><u>Geometry (2-D/3-D Shapes):</u></p> | <p><u>Counting Sequence</u></p> <ul style="list-style-type: none"> ● Student counts sets of up to 100 objects ● Student identifies and sees patterns in number sequence to count, read, and write numbers to 100 and beyond. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> ● Student is fluent with addition and subtraction within 20 ● Student understands and uses known combinations to add several numbers in any order ● Solve a comparison story with the difference unknown <p><u>Counting Money:</u> Student identifies the value of a group of dimes, nickels, and pennies and count combinations of coins.</p> <p><u>Geometry (2-D/3-D Shapes):</u></p> | <p><u>Counting Sequence</u></p> <ul style="list-style-type: none"> ● Student counts beyond 100 objects ● Student consistently identifies and sees patterns in number sequence to count, read, and write numbers to 100 and beyond. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> ● Student is fluent beyond and applies this understanding to all other problems. ● Use known combinations to add several numbers in any order and can elaborate on an explanation for these combinations ● Student can consistently solve a comparison story with the difference unknown and can explain their reasoning <p><u>Counting Money:</u> Student identifies the value of a group of dimes, nickels, and pennies and count combinations of coins.</p> <p><u>Geometry (2-D/3-D Shapes):</u></p> |

Grading Benchmarks – SECOND GRADE

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| | <p>Student does not use language to define attributes of 2-D and 3-D shapes (numbers and shapes of faces, number and length of sides, number of angles and vertices) and does not draw shapes with those attributes.</p> | <p>Student somewhat uses language to define attribute attributes of 2-D and 3-D shapes (numbers and shapes of faces, number and length of sides, number of angles and vertices) and draw shapes with those attributes.</p> | <p>Student uses language to define attributes of 2-D and 3-D shapes (numbers and shapes of faces, number and length of sides, number of angles and vertices) and draw shapes with those attributes.</p> | <p>Student consistently uses language to name and describe 2-D shapes and compare defining attributes of 3-D shapes and their 2-D faces</p> |
| 2nd | <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student does not or rarely recognize that [halves, thirds, fourths] of the same whole can look different. • Student does not or rarely partition 2-D shapes into halves, thirds and fourths and name the regions. <p><u>Using Addition and Subtraction Strategies:</u> Student does not use or rarely uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student does not understand or rarely understands that 100 can be seen one hundred, as ten tens, and as 100 ones. • Student rarely understands that multiples of 100 (e.g., | <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student can sometimes recognize that [halves, thirds, fourths] of the same whole can look different. • Student can sometimes partition 2-D shapes into halves, thirds and fourths and name the regions. <p><u>Using Addition and Subtraction Strategies:</u> Student sometimes uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student sometimes understands that 100 can be seen one hundred, as ten tens, and as 100 ones. • Student sometimes understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a | <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student can recognize that [halves, thirds, fourths] of the same whole can look different. • Student can partition 2-D shapes into halves, thirds and fourths and name the regions. <p><u>Using Addition and Subtraction Strategies:</u> Student uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student understands that 100 can be seen one hundred, as ten tens, and as 100 ones. • Student understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) | <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student can consistently recognize that [halves, thirds, fourths] of the same whole can look different. • Student can consistently partition 2-D shapes into halves, thirds and fourths and name the regions. <p><u>Using Addition and Subtraction Strategies:</u> Student consistently uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student consistently understands that 100 can be seen one hundred, as ten tens, and as 100 ones. • Student consistently understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a |

Grading Benchmarks – SECOND GRADE

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| | <p>200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds.</p> <p><u>Modeling with Data:</u></p> <ul style="list-style-type: none"> ● Student is unable to or rarely able organize a set of data into up to four categories. ● Student is unable to or rarely can create, describe, and interpret a variety of data representations, including picture graphs and bar graphs. ● Student does not or rarely can order, represent, and describe a set of numerical data. <p><u>Counting Money:</u> Student is unable to or can rarely show 2-digit numbers with dimes/pennies, adding dimes to a number, calculating coins and then solving for how far from \$1.00, shopping to spend a dollar and showing all the many ways that a number could be made with coins.</p> | <p>number (2, 3, 4, etc.) of hundreds.</p> <p><u>Modeling with Data:</u></p> <ul style="list-style-type: none"> ● Student sometimes can organize a set of data into up to four categories. ● Student can somewhat create, describe, and interpret a variety of data representations, including picture graphs and bar graphs. ● Student can somewhat order, represent, and describe a set of numerical data. <p><u>Counting Money:</u> Student can sometimes show 2-digit numbers with dimes/pennies, adding dimes to a number, calculating coins and then solving for how far from \$1.00, shopping to spend a dollar and showing all the many ways that a number could be made with coins.</p> | <p>of hundreds.</p> <p><u>Modeling with Data:</u></p> <ul style="list-style-type: none"> ● Student can organize a set of data into up to four categories. ● Student can create, describe, and interpret a variety of data representations, including picture graphs and bar graphs. ● Student can order, represent, and describe a set of numerical data. <p><u>Counting Money:</u> Student can show 2-digit numbers with dimes/pennies, adding dimes to a number, calculating coins and then solving for how far from \$1.00, shopping to spend a dollar and showing all the many ways that a number could be made with coins.</p> | <p>number (2, 3, 4, etc.) of hundreds.</p> <p><u>Modeling with Data:</u></p> <ul style="list-style-type: none"> ● Student can consistently organize a set of data into up to four categories. ● Student can consistently create, describe, and interpret a variety of data representations, including picture graphs and bar graphs. ● Student can consistently order, represent, and describe a set of numerical data. <p><u>Counting Money:</u> Student can consistently show 2-digit numbers with dimes/pennies, adding dimes to a number, calculating coins and then solving for how far from \$1.00, shopping to spend a dollar and showing all the many ways that a number could be made with coins.</p> |
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Grading Benchmarks – SECOND GRADE

2) Recalls math facts with accuracy.

| Trimester | 1 | 2 | 3 | 4 |
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| 1st | Student is unable or rarely able to add and subtract 1-digit numbers up to or from 10. | Student can sometimes add and subtract 1-digit numbers up to or from 10. | Student can consistently add and subtract 1-digit numbers up to or from 10. | Student can consistently add and subtract 1-digit numbers up to or from 16 or higher. |
| 2nd | Student is unable or rarely able to add and subtract 1-digit numbers up to or from 16. | Student can sometimes add and subtract 1-digit numbers up to or from 16. | Student can consistently add and subtract 1-digit numbers up to or from 16. | Student can consistently add and subtract 1-digit numbers up to or from 20 or higher. |

3) Uses a variety of strategies to solve problems.

| Trimester | 1 | 2 | 3 | 4 |
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| 1st | <u>Using Addition and Subtraction Strategies:</u> Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown. | <u>Using Addition and Subtraction Strategies:</u> Student sometimes uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown. | <u>Using Addition and Subtraction Strategies:</u> Student consistently uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown. | <u>Using Addition and Subtraction Strategies:</u> Student consistently solves complex problems independently through a variety of strategies. |
| 2nd | <u>Using Addition and Subtraction Strategies:</u> Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown. <u>Place Value:</u> <ul style="list-style-type: none"> Student is unable to | <u>Using Addition and Subtraction Strategies:</u> Student sometimes uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown. <u>Place Value:</u> <ul style="list-style-type: none"> Student sometimes understands that 100 can be seen one hundred, as ten | <u>Using Addition and Subtraction Strategies:</u> Student consistently uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown. <u>Place Value:</u> <ul style="list-style-type: none"> Student understands that 100 can be seen one hundred, as ten tens, and | <u>Using Addition and Subtraction Strategies:</u> Student consistently solves complex problems independently through a variety of strategies. <u>Place Value:</u> <ul style="list-style-type: none"> Student consistently understands that 100 can be seen one hundred, as ten tens, and as 100 ones. |

Grading Benchmarks – SECOND GRADE

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|--|--|--|--|---|
| | <p>rarely able to show understanding that 100 can be seen one hundred, as ten tens, and as 100 ones.</p> <ul style="list-style-type: none"> Student is unable to or rarely understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. | <p>tens, and as 100 ones.</p> <ul style="list-style-type: none"> Student sometimes understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. | <p>as 100 ones.</p> <ul style="list-style-type: none"> Student understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. | <ul style="list-style-type: none"> Student consistently understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. |
|--|--|--|--|---|

| 4) Computes accurately. | | | | |
|-------------------------|--|---|--|--|
| Trimester | 1 | 2 | 3 | 4 |
| ALL | Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer. | Student sometimes identifies appropriate operations and mathematically computes the correct answer. | Student consistently identifies appropriate operations and mathematically computes the correct answer. | Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts. |

| 5) Clearly expresses mathematical thinking in written and oral form. | | | | |
|--|--|--|---|--|
| Trimester | 1 | 2 | 3 | 4 |
| ALL | Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary. | Student sometimes, but not consistently, communicates mathematical thinking using accurate vocabulary. | Student often communicates mathematical thinking using accurate vocabulary. | <ul style="list-style-type: none"> Student communicates all mathematical thinking precisely and with accurate vocabulary. Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense. |