

GRADE 2 STANDARDS-BASED REPORT

CARD RUBRICS

ENGLISH LANGUAGE ARTS

The four learning standards in New York State for English Language Arts require that students read, write, listen, and speak for information and understanding, read, write, listen, and speak for literary response and expression, read, write, listen, and speak for critical analysis and evaluation, and read, write, listen, and speak for social interaction. Embedded within these learning standards are literacy competencies and grade-specific performance indicators. When performance indicators are reinforced across multiple grades, they represent the ongoing development of skills and are repeated with the understanding that this competency will increase in complexity in accordance with grade-level expectations.

READING

Decoding Strategies

- 4) Decodes grade-level words, identifies and produces letter-sound correspondences, blends sounds, uses knowledge of word families, and checks accuracy of own decoding with distinction.
- 3) Decodes grade-level words, identifies and produces letter-sound correspondences, blends sounds, uses knowledge of word families, and checks accuracy of own decoding.**
- 2) Partially decodes grade-level words, identifies and produces letter-sound correspondences, blends sounds, uses knowledge of word families, and checks accuracy of own decoding.
- 1) Does not decode grade-level words, identify and produce letter-sound correspondences, blend sounds, use knowledge of word families, or check accuracy of own decoding.

Fluency

- 4) Reads grade-level texts with appropriate speed, accuracy, and expression with distinction.
- 3) Reads grade-level texts with appropriate speed, accuracy, and expression.**
- 2) Partially reads grade-level texts with appropriate speed, accuracy, and expression.
- 1) Does not read grade-level texts with appropriate speed, accuracy, or expression.

Vocabulary Development

- 4) Knows grade-level vocabulary through the use of synonyms, antonyms, homonyms, categories of words (i.e. sports, transportation, etc.), and word structure with distinction
- 3) Knows grade-level vocabulary through the use of synonyms, antonyms, homonyms, categories of words (i.e. sports, transportation, etc.), and word structure.**
- 2) Partially knows grade-level vocabulary through the use of synonyms, antonyms, homonyms, categories of words (i.e. sports, transportation, etc.), and word structure.
- 1) Does not know grade-level vocabulary through the use of synonyms, antonyms, homonyms, categories of words (i.e. sports, transportation, etc.), or word structure.

Comprehension

- 4) Reads a variety of grade-level texts with understanding (i.e. making connections, summarizing, retelling, etc.) and uses a range of responses (i.e. writing, drama, oral presentation, etc.) with distinction.
- 3) Reads a variety of grade-level texts with understanding (i.e. making connections, summarizing, retelling, etc.) and uses a range of responses (i.e. writing, drama, oral presentation, etc.).**
- 2) Partially reads a variety of grade-level texts with understanding (i.e. making connections, summarizing, retelling, etc.) and uses a range of responses (i.e. writing, drama, oral presentation, etc.).
- 1) Does not read a variety of grade-level texts with understanding (i.e. making connections, summarizing, retelling, etc.) or use a range of responses (i.e. writing, drama, oral presentation, etc.).

Reading Engagement

- 4) Shows interest in a wide range of genres and authors, reads voluntarily, and engages in silent, independent reading with distinction.
- 3) Shows interest in a wide range of genres and authors, reads voluntarily, and engages in silent, independent reading.**
- 2) Partially shows interest in a wide range of genres and authors, reads voluntarily, and engages in silent, independent reading.
- 1) Does not show interest in a wide range of genres or authors, read voluntarily, or engage in silent, independent reading.

WRITING

Spelling

- 4) Spells assigned words correctly and applies spelling rules and patterns with distinction.
- 3) Spells assigned words correctly and applies spelling rules and**

patterns.

- 2) Partially spells assigned words correctly and applies spelling rules and patterns.
- 1) Does not spell assigned words correctly or apply spelling rules and patterns.

Handwriting

- 4) Writes all uppercase and lowercase manuscript letters with correct size, form, and spacing with distinction.
- 3) Writes all uppercase and lowercase manuscript letters with correct size, form, and spacing.**
- 2) Partially writes all uppercase and lowercase manuscript letters with correct size, form, and spacing.
- 1) Does not write all uppercase or lowercase manuscript letters with correct size, form, or spacing.

Composition

- 4) Writes original texts using the writing process (i.e. prewriting, drafting, revising, proofreading, editing, etc.) and correct mechanics with distinction.
- 3) Writes original texts using the writing process (i.e. prewriting, drafting, revising, proofreading, editing, etc.) and correct mechanics.**
- 2) Partially writes original texts using the writing process (i.e. prewriting, drafting, revising, proofreading, editing, etc.) and correct mechanics.
- 1) Does not write original texts using the writing process (i.e. prewriting, drafting, revising, proofreading, editing, etc.) or correct mechanics.

LISTENING AND SPEAKING

Listening

- 4) Listens attentively and respectfully for different purposes for a specified period of time with distinction.
- 3) Listens attentively and respectfully for different purposes for a specified period of time.**
- 2) Partially listens attentively and respectfully for different purposes for a specified period of time.
- 1) Does not listen attentively or respectfully for different purposes for a specified period of time.

Speaking

- 4) Speaks with expression, volume, pace, and gestures appropriate to the purpose of communication, topic, and audience, using conventional grammar and grade-level vocabulary with distinction.
- 3) Speaks with expression, volume, pace, and gestures appropriate to the purpose of communication, topic, and audience, using conventional grammar and grade-level vocabulary.**

- 2) Partially speaks with expression, volume, pace, and gestures appropriate to the purpose of communication, topic, and audience, using conventional grammar and grade-level vocabulary.
- 1) Does not speak with expression, volume, pace, or gesture appropriate to the purpose of communication, topic, or audience, using conventional grammar or grade-level vocabulary.

MATHEMATICS

The content strands (Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability) explicitly describe the content that students should learn. This broad range of content, taught in an integrated fashion, allows students to see how various mathematics knowledge is related, not only within mathematics, but also to other disciplines and the real world as well. Instruction engages students in the construction of this knowledge and integrates conceptual understanding and problem solving. The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways.

CONTENT STRANDS

Number Sense & Operations

- 4) Understands grade-level indicators for number systems, number theory, operations, and estimation with distinction.
- 3) Understands grade-level indicators for number systems, number theory, operations, and estimation.**
- 2) Partially understands grade-level indicators for number systems, number theory, operations, and estimation.
- 1) Does not understand grade-level indicators for number systems, number theory, operations, or estimation.

Algebra

- 4) Understands grade-level indicators for equations and inequalities and patterns, relations and functions with distinction.
- 3) Understands grade-level indicators for equations and inequalities and**

patterns, relations and functions.

- 2) Partially understands grade-level indicators for equations and inequalities and patterns, relations and functions.
- 1) Does not understand grade-level indicators for equations and inequalities or patterns, relations and functions.

Geometry

- 4) Understands grade-level indicators for shapes, geometric relationships, and transformational geometry with distinction.

3) Understands grade-level indicators for shapes, geometric relationships, and transformational geometry.

- 2) Partially understands grade-level indicators for shapes, geometric relationships, and transformational geometry.
- 1) Does not understand grade-level indicators for shapes, geometric relationships, or transformational geometry.

Measurement

- 4) Understands grade-level indicators for units of measurement, units, and estimation with distinction.

3) Understands grade-level indicators for units of measurement, units, and estimation.

- 2) Partially understands grade-level indicators for units of measurement, units, and estimation.
- 1) Does not understand grade-level indicators for units of measurement, units, or estimation.

Statistics & Probability

- 4) Understands grade-level indicators for collection of data, organization and display of data, analysis of data, and predictions from data with distinction.

3) Understands grade-level indicators for collection of data, organization and display of data, analysis of data, and predictions from data.

- 2) Partially understands grade-level indicators for collection of data, organization and display of data, analysis of data, and predictions from data.
- 1) Does not understand grade-level indicators for collection of data, organization and display of data, analysis of data, or predictions from data.

PROCESS STRANDS

Problem Solving

- 4) Demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving with distinction.

- 3) **Demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving.**
- 2) Partially demonstrates grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, and monitoring and reflecting on the process of mathematical problem solving.
- 1) Does not demonstrate grade-level indicators for building new mathematical knowledge through problem solving, solving problems that arise in mathematics and in other contexts, applying and adapting a variety of appropriate strategies to solve problems, or monitoring and reflecting on the process of mathematical problem solving.

Reasoning & Proof

- 4) Demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof with distinction
- 3) **Demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof.**
- 2) Partially demonstrates grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof.
- 1) Does not demonstrate grade-level indicators for recognizing reasoning and proof as fundamental aspects of mathematics, making and investigating mathematical conjectures, developing and evaluating mathematical arguments and proofs, or selecting and using various types of reasoning and methods of proof.

Communication

- 4) Demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely with distinction.
- 3) **Demonstrates grade-level indicators for organizing and consolidating**

mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely.

- 2) Partially demonstrates grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely.
- 1) Does not demonstrate grade-level indicators for organizing and consolidating mathematical thinking through communication, communicating mathematical thinking coherently and clearly to peers, teachers, and others, analyzing and evaluating the mathematical thinking and strategies of others, or using the language of mathematics to express mathematical ideas precisely.

Connections

- 4) Demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics with distinction.
- 3) **Demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics.**
- 2) Partially demonstrates grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, and recognizing and applying mathematics in contexts outside of mathematics.
- 1) Does not demonstrate grade-level indicators for recognizing and using connections among mathematical ideas, understanding how mathematical ideas interconnect and build on one another to produce a coherent whole, or recognizing and applying mathematics in contexts outside of mathematics.

Representation

- 4) Demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena with distinction.
- 3) **Demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical**

ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena.

- 2) Partially demonstrates grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, and using representations to model and interpret physical, social, and mathematical phenomena.
- 1) Does not demonstrate grade-level indicators for creating and using representations to organize, record, and communicate mathematical ideas, selecting, applying and translating among mathematical representations to solve problems, or using representations to model and interpret physical, social, and mathematical phenomena.

SCIENCE

The elementary science program emphasizes a hands-on and minds-on approach to learning. Students learn effectively when they are actively engaged in the discovery process, often working in small groups. Experiences provide students with opportunities to interact as directly as possible with the natural world in order to construct explanations about their world. This approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. They are provided opportunities to have direct experience with common objects, materials, and living things in their environments. Instruction focuses on understanding important relationships, processes, mechanisms, and applications of concepts. This prepares our students to apply scientific concepts, principles, and theories pertaining to the physical setting living environment.

Understands Science Content

- 4) Understands grade-level concepts of the physical setting (the salty sea, beach/shore, solids and liquids) and the living environment (seashore environment, hermit crabs, the coral reef, germs) with distinction.
- 3) Understands grade-level concepts of the physical setting (the salty sea, beach/shore, solids and liquids) and the living environment (seashore environment, hermit crabs, the coral reef, germs).**
- 2) Partially understands grade-level concepts of the physical setting (the salty sea, beach/shore, solids and liquids) and the living environment (seashore environment, hermit crabs, the coral reef, germs).
- 1) Does not understand grade-level concepts of the physical setting (the salty sea, beach/shore, solids and liquids) or the living environment (seashore environment, hermit crabs, the coral reef, germs).

Applies Science Skills

- 4) Manipulates materials, classifies objects, identifies cause-and-effect, observes, collects, organizes, and appropriately records data, makes predictions, and compares and contrasts organisms/objects with distinction.
- 3) Manipulates materials, classifies objects, identifies cause-and-effect, observes, collects, organizes, and appropriately records data, makes predictions, and compares and contrasts organisms/objects.**
- 2) Partially manipulates materials, classifies objects, identifies cause-and-effect, observes, collects, organizes, and appropriately records data, makes predictions, and compares and contrasts organisms/objects.
- 1) Does not manipulate materials, classify objects, identify cause-and-effect, observe, collect, organize, or appropriately records data, make predictions, or compare and contrast organisms/objects.

SOCIAL STUDIES

In the grade 2 social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community can serve as an example for studying about and understanding other communities. Students study about communities from the perspectives of the five social studies learning standards. Community studies should include content examples from cultures other than the students' own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities.

Understands Social Studies Content

- 4) Understands grade-level concepts of the history, geography, economics, government, and civics of rural, urban, and suburban communities of the United States with distinction.
- 3) Understands grade-level concepts of the history, geography, economics, government, and civics of rural, urban, and suburban communities of the United States.**
- 2) Partially understands grade-level concepts of the history, geography, economics, government, and civics of rural, urban, and suburban communities of the United States.
- 1) Does not understand grade-level concepts of the history, geography, economics, government, or civics of rural, urban, and suburban communities of the United States.

Applies Social Studies Skills

- 4) Gathers and organizes information through a variety of sources, uses the information to classify and categorize data, and presents the information in

- an effective way with distinction.
- 3) **Gathers and organizes information through a variety of sources, uses the information to classify and categorize data, and presents the information in an effective way.**
 - 2) Partially gathers and organizes information through a variety of sources, uses the information to classify and categorize data, and presents the information in an effective way.
 - 1) Does not gather or organize information through a variety of sources, use the information to classify or categorize data, or present the information in an effective way.

TECHNOLOGY

Students receive technology grades each trimester based on the *Pelham Elementary Technology Standards (Benchmarks)*. Classroom teachers determine when and how to integrate the grade level technology skills throughout the school year. Parents are encouraged to download a copy of The *Pelham Elementary Technology Benchmark Standards*.

Basic Computer Skills

- 4) Meets grade-level Basic Computer Skills benchmark standards with distinction.
- 3) **Meets grade-level Basic Computer Skills benchmark standards.**
- 2) Partially meets grade-level Basic Computer Skills benchmark standards.
- 1) Does not meet grade-level Basic Computer Skills benchmark standards.

Publishing Skills

- 4) Meets grade-level Publishing Computer Skills benchmark standards with distinction.
- 3) **Meets grade-level Publishing Computer Skills benchmark standards.**
- 2) Partially meets grade-level Publishing Computer Skills benchmark standards.
- 1) Does not meet grade-level Publishing Computer Skills benchmark standards.

Presentation Skills

- 4) Meets grade-level Presentation Skills benchmark standards with distinction.
- 3) **Meets grade-level Presentation Skills benchmark standards.**
- 2) Partially meets grade-level Presentation Skills benchmark standards.
- 1) Does not meet grade-level Presentation Skills benchmark standards.

LEARNING BEHAVIORS

The following learning behaviors are indicators that support both academic and character development. They are attributes that promote this development both in and out of the classroom as well as among peers or educators.

Engagement

- 4) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process with distinction.
- 3) Is involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.**
- 2) Is partially involved (i.e. attends to instruction, actively listens, questions, etc.) in the learning process.
- 1) Is not involved (i.e. attends to instruction, listens, questions, etc.) in the learning process.

Respect

- 4) Meets class and school expectations in showing consideration for oneself, others, and learning with distinction.
- 3) Meets class and school expectations in showing consideration for oneself, others, and learning.**
- 2) Partially meets class and school expectations in showing consideration for oneself, others, and learning.
- 1) Does not meet class or school expectations in showing consideration for oneself, others, or learning.

Responsibility

- 4) Demonstrates a willingness to follow through with learning and behavioral expectations with distinction.
- 3) Demonstrates a willingness to follow through with learning and behavioral expectations.**
- 2) Partially demonstrates a willingness to follow through with learning and behavioral expectations.
- 1) Does not Demonstrate a willingness to follow through with learning or behavioral expectations.

Organization

- 4) Maintains materials independently and is able to transition efficiently with distinction.
- 3) Maintains materials independently and is able to transition efficiently.**
- 2) Partially maintains materials independently and is able to transition efficiently.
- 1) Does not maintain materials independently or is able to transition efficiently.

ART

Students make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Art Concepts

4) Understands art concepts and uses appropriate materials and techniques to solve assigned art problems.

3) Able to recognize art concepts and use them to express an idea.

2) Developing an understanding of art concepts and how to apply them.

1) Beginning to recognize basic art concepts. Requires assistance by teacher.

Art Skills

4) Controls art materials and art tools and uses them in appropriate and creative ways. Confidently experiments with a variety of techniques and art processes.

3) Can identify different materials, manipulate art tools and use some techniques and processes with developmentally appropriate skills.

2) Developing appropriate skills and techniques.

1) Beginning to control materials and recognize art tools and techniques.

Demonstrates Appropriate Behavior

4) Consistently respects the ideas, abilities and needs of others. Uses tools and materials in a safe and responsible manner. Cooperates and follows directions. Uses time efficiently. Manages impulsivity. Persistent when problem solving. Participates enthusiastically and demonstrates best effort.

3) Respects the ideas, abilities, and needs of others. Uses tools and materials in a safe and responsible manner, cooperates and follows direction, participates and shows effort.

2) Sometimes respects the ideas, abilities and needs of others. Uses tools and materials in a safe and responsible manner, cooperates and follows directions, stays on task and manages impulsivity, and needs reminding to clean up appropriately.

1) Has difficulty following directions and staying on task, needs constant reminding to clean up appropriately, limited effort and disruptive behavior.

MUSIC

Students compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and

group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Musical Concepts

- 4) Has developed a thorough understanding of beat, rhythm, pitch, melodic direction and tempo with expression and accuracy, to a level of distinction.
- 3) Is continuing to develop and is maintaining an understanding of the elements of music with expression and accuracy, consistent with this course of study.**
- 2) Is beginning to develop an understanding of the elements of music, consistent with this course of study.
- 1) Is not yet developing an understanding of the elements of music.

Demonstrates Appropriate Behavior

- 4) Always respects the ideas, abilities and needs of others. Uses instruments and classroom materials in a safe and responsible manner. Cooperative, Follows directions, Manages impulsivity, Participates enthusiastically.
- 3) Consistently respects the ideas, abilities and needs of others. Uses instruments and classroom materials in a safe and responsible manner. Cooperative, Follows directions, Manages impulsivity.**
- 2) Occasionally respects the ideas, abilities and needs of others. Uses instruments and classroom materials in a safe and responsible manner. Cooperative.
- 1) Has difficulty following directions and staying on task. Displays disruptive behavior.

PHYSICAL EDUCATION

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will understand and be able to manage their personal and community resources.

Basic Movement Skills

- 4) Always able to effectively demonstrate all locomotor and manipulative skills with fluidity and ease
- 3) Consistently demonstrates basic locomotor and manipulative skills**
- 2) Occasionally demonstrates basic locomotor and manipulative skills
- 1) Not yet able to demonstrate basic movement skills

Developmentally Appropriate Participation

- 4) Always demonstrates self control and respect for the positive experience for others while participating safely

- 3) Consistently demonstrates self control and respect for the positive experience for others while participating safely**
- 2) Occasionally demonstrates self control and respect for the positive experience for others while participating safely
- 1) Not yet able to demonstrate self control and/or participate safely

Movement Vocabulary

- 4) Always able to recall or describe or make connections between movements by using movement vocabulary
- 3) Consistently recalls and describes movements using movement vocabulary**
- 2) Occasionally recalls and describes movements using movement vocabulary
- 1) Not yet able to describe movements using movement vocabulary