

STOUGHTON PUBLIC SCHOOLS  
STOUGHTON, MASSACHUSETTS

Content Area: English/Language Arts

Rubric for Grade: 2

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<b>Fluency</b>				
Reads with accuracy, fluency and expression  Term I: 58-68 WCPM Term II: 74-84 WCPM Term III: 90-100WCPM WCPM – Words Correct Per Minute on grade level text	Beginning to read with accuracy and expression	Developing the ability to read orally with accuracy and expression	Mastered the ability to read orally with accuracy and expression at an appropriate rate	Exceeds expectations and reads above grade level text with accuracy and expression at an appropriate rate
<b>Comprehension</b>				
Retells, summarizes and identifies story elements in grade level text	Beginning to retell grade level text and identify story elements	Developing the ability to retell grade level text and identify story elements	Mastered the ability to retell, summarize, and identify story elements in grade level text	Exceeds expectations to retell and summarize text, makes strong predictions and connections to other literature and genres
Applies comprehension skills and strategies	Beginning to use comprehension skills and strategies taught	Developing the ability to apply comprehension skills and strategies taught	Mastered the ability to apply comprehension skills and strategies taught	Exceeds expectations and independently applies comprehension skills and strategies beyond the literal level
<b>Vocabulary</b>				
Identifies and applies vocabulary words in context	Beginning to identify vocabulary words in context	Developing the ability to identify and apply vocabulary words in context	Mastered the ability to identify and apply vocabulary words in context	Exceeds expectations by identifying and applying all vocabulary words in the context of reading and writing
<b>High Frequency Words</b>				
Recognizes high frequency words in and out of context	Beginning to recognize high frequency words (<70%)	Developing the ability to recognize high frequency words in and out of context (70%-90%)	Mastered the ability to recognize high frequency words in and out of context (>90%)	Exceeds expectations with extensive high frequency word recognition in and out of context

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<b>Phonics</b>				
Applies letter sound relationships and word analysis skills to accurately decode text	Beginning to use letter sound relationships to decode text	Developing the ability to apply letter sound relationships to decode text	Mastered the ability to apply letter sound relationships and word analysis skills to accurately decode text	Exceeds expectations by using multiple phonetic strategies to accurately decode text and multi-syllabic words
<b>Grammar and Usage</b>				
Applies correct grammatical usage in writing	Beginning to apply correct grammatical usage	Developing the ability to apply correct grammatical usage in writing	Mastered the ability to apply correct grammatical usage in writing	Exceeds expectations and independently applies correct grammatical usage in all writing
<b>Writing</b>				
Writes numbers and letters legibly and properly	Beginning to form letters and numbers properly	Developing the ability to form letters and numbers properly	Mastered the ability to form letters and numbers properly and legibly	Exceeds expectations by forming letters and numbers properly, legibly and using appropriate spacing between words and sentences
Writes an organized piece with purpose, clarity and details	Beginning to write on topic with simple details	Developing the ability to write on topic with relevant details	Mastered the ability to write an organized piece with purpose, clarity and strong supporting details	Exceeds expectations by independently writing an organized piece with purpose, clarity, strong supporting details, engaging voice, and word choice
Applies spelling rules and patterns to written work	Beginning to apply taught spelling rules and patterns to written work	Developing the ability to apply taught spelling rules and patterns to written work	Mastered the ability to apply taught spelling rules and patterns to written work	Exceeds expectations by independently applying spelling rules and patterns to all written work
Uses correct capitalization and punctuation in written work	Beginning to use correct capitalization and punctuation in written work	Developing the ability to use correct capitalization and punctuation in written work	Mastered the ability to use correct capitalization and punctuation in written work	Exceeds expectations by always using correct capitalization and punctuation in written work
<b>Oral Language</b>				
Communicates ideas orally with clarity using grammatically correct language	Beginning to communicate ideas orally with clarity using grammatically correct language	Developing the ability to communicate ideas orally with clarity using grammatically correct language	Mastered the ability to communicate ideas orally with clarity using grammatically correct language	Exceeds expectations by communicating ideas orally with clarity using grammatically correct language and vivid vocabulary

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Content Area: Mathematics

Rubric for Grade: 2

Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
Represents and solves problems involving addition and subtraction  Standard 2.OA.1	Beginning to solve one- step problems involving addition and subtraction with modeling and assistance	Developing the ability to solve one- and two- step problems involving addition and subtraction	Represents and solves one- and two- step problems involving addition and subtraction	Exceeds expectation by creating one- and two- step problems independently
Fluently adds within 20  Standard 2.OA.2	Beginning to add numbers up to 20 with assistance	Developing the ability to fluently add numbers up to 20	Adds numbers up to 20 from memory	Exceeds expectations by adding numbers beyond 20 from memory
Fluently subtracts within 20  Standard 2.OA.2	Beginning to subtract numbers up to 20 with assistance	Developing the ability to fluently subtract numbers up to 20	Subtracts numbers up to 20 from memory	Exceeds expectations by subtracting numbers beyond 20 from memory
Understands place value  Standards 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.8	Beginning to understand place value in two- and three- digit numbers with assistance	Developing the ability to understand place value in two- and three- digit numbers	Understands place value by reading, writing, and comparing two and three digit numbers based on meanings of the ones, tens, and hundreds digit	Exceeds expectations by understanding place value of numbers through the thousands place and beyond

Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
<p>Uses place value understanding and properties of operations to add and subtract</p> <p>Standards 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9</p>	<p>Term 1: Beginning to use place value understanding and properties of operations to add numbers within 100 with assistance</p> <p>Terms 2 &amp; 3: ...add and subtract numbers within 1,000 with assistance</p>	<p>Term 1: Developing the ability to use place value understanding and properties of operations to add numbers within 100</p> <p>Terms 2 &amp; 3: ...add and subtract numbers within 1,000</p>	<p>Term 1: Uses place value understanding and properties of operations to add numbers within 100 independently</p> <p>Terms 2 &amp; 3: ...add and subtract numbers within 1,000 independently</p>	<p>Term 1: Exceeds expectations by fluently adding and subtracting within one hundred</p> <p>Terms 2 &amp; 3: ...within 1,000 and beyond</p>
<p>Measures, estimates, and compares lengths in standard units by adding and subtracting</p> <p>Standards 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6</p>	<p>Beginning to measure and estimate lengths in standard units</p>	<p>Developing the ability to measure, estimate, and compare lengths in standard units</p>	<p>Measures, estimates, and compares lengths in standard units using appropriate tools</p>	<p>Exceeds expectations by accurately measuring lengths in standard units using an appropriate tool marked with halves</p>
<p>Works with time</p> <p>Standard 2.MD.7, MA.7a</p>	<p>Beginning to tell and write time from analog and digital clocks with assistance</p>	<p>Developing the ability to tell and write time from analog and digital clocks to the nearest five minutes and know the relationships of time</p>	<p>Tells and writes time from analog and digital clocks to the nearest five minutes accurately and knows the relationships of time</p>	<p>Exceeds expectations by telling and writing time from analog and digital clocks to the nearest minute accurately</p>
<p>Works with money</p> <p>Standard 2.MD.8</p>	<p>Beginning to identify the values of coins and know their comparative values</p>	<p>Developing the ability to know the values of coin and bill combinations</p>	<p>Knows the values of coin and bill combinations and solves word problems using \$ and ¢ symbols appropriately</p>	<p>Exceeds expectations by using knowledge of money values to compute change from \$1.00 or more</p>

Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
<p>Represents and interprets data</p> <p>Standards 2.MD.9, 2.MD.10</p>	<p>Beginning to represent data using line plots, picture graphs, and bar graphs with assistance</p>	<p>Developing the ability to represent and interpret data using line plots, picture graphs, and bar graphs</p>	<p>Represents and interprets data using line plots, picture graphs, and bar graphs accurately</p>	<p>Exceeds expectations by solving one- and two-step problems using information presented in plots and graphs</p>
<p>Reasons with shapes and their attributes</p> <p>Standards 2.G.1, 2.G.2, 2.G.3</p>	<p>Beginning to recognize, identify, and draw shapes having specified attributes with assistance</p>	<p>Developing the ability to recognize, identify, and draw shapes having specified attributes and partition shapes into equal shares using halves, thirds, and fourths</p>	<p>Recognizes, identifies, and draws shapes having specified attributes and partitions shapes into equal shares using halves, thirds, and fourths independently</p>	<p>Exceeds expectations by comparing and contrasting shapes having specified attributes and identifies equal shares as unit fractions</p>
<p>Works with equal groups of objects to gain foundations for multiplication</p> <p>Standards 2.OA.3, 2.OA.4</p>	<p>Beginning to work with groups of objects and arrays with assistance</p>	<p>Developing the ability to work with groups of objects and arrays to gain foundations for multiplication</p>	<p>Works with equal groups of objects and arrays to gain foundations for multiplication and writes an equation showing repeated addition</p>	<p>Exceeds expectations by independently writing and solving multiplication problems using drawings and equations</p>

Content Area: Science

Rubric for Grade: 2

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates understanding of science concepts and content	Has limited knowledge of science concepts and content	Has some knowledge of science concepts and content	Demonstrates understanding of science concepts and content in context	Demonstrates understanding of science concepts and content and applies it appropriately
Uses science vocabulary correctly	Recognizes science vocabulary in context with teacher assistance	Recognizes and defines science vocabulary in context with some teacher assistance	Recognizes, defines, and uses science vocabulary in context	Correctly recognizes, defines, and applies science vocabulary in independent activities

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Content Area: Social Studies

Rubric for Grade: 2

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates understanding of social studies concepts and content	Has limited knowledge of social studies concepts and content	Has some knowledge of social studies concepts and content	Demonstrates understanding of social studies concepts and content in context	Demonstrates understanding of social studies concepts and content and applies it appropriately
Uses social studies vocabulary correctly	Recognizes social studies vocabulary in context	Recognizes and defines social studies vocabulary in context	Correctly recognizes, defines, and uses social studies vocabulary in context	Correctly recognizes, defines, and applies vocabulary through independent activities

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Rubric for Effort

Grades: K-5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Effort	Puts forth minimal effort	Puts forth some effort; needs teacher assistance	Consistently puts forth good effort	Completes all tasks with outstanding effort and is a role model for others

Rubric for Conduct

Grades: K-5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Conduct	Has difficulty following rules; frequent teacher intervention is needed	Follows rules most of the time, but requires some reminders	Consistently follows rules	Demonstrates exemplary behavior and is a role model for others

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Content Area: Work Habits/Social Development

Rubric for Grade: 2

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Follows directions and listens attentively	Often has difficulty following oral/written directions; requires restating/repeating of directions and rarely listens when someone is speaking	Follows oral/written directions and listens attentively with some teacher assistance	Consistently follows oral/written directions and listens attentively	Consistently follows oral/ written directions the first time they are given and always listens attentively and is a role model for others
Works well independently	Focuses on task only with teacher assistance	Focuses on task with some teacher assistance	Works well independently	Consistently works well independently and is a role model for others
Demonstrates consistent effort in all areas	Demonstrates inconsistent effort; needs teacher assistance and encouragement	Maintains effort in all areas with some teacher assistance	Demonstrates consistent effort in all areas	Demonstrates consistent effort in all areas and extends effort by seeking and completing extra assignments
Finishes classwork in a reasonable amount of time	Often needs additional time to complete assignments; needs teacher assistance to stay on task	Finishes classwork in a reasonable amount of time with some teacher assistance	Consistently finishes classwork in a reasonable amount of time	Always finishes classwork in a reasonable amount of time; seeks and completes extra assignments
Completes and returns homework assignments on time	Homework assignments are frequently incomplete and not returned on time	Homework assignments are sometimes late and/or incomplete	Consistently completes and returns homework assignments on time	Always completes and returns homework assignments on time; extends the assignment, e.g. bonus exercises
Organizes work space and materials	Organizes work space and materials with teacher assistance	Organizes work space and materials with some teacher assistance	Consistently organizes work space and materials	Always organizes and maintains work space and materials and is a role model for others
Completes work neatly and carefully	Often does not produce neat or carefully planned work	Presents work neatly and carefully some of the time	Consistently works neatly and carefully	Always works neatly and carefully with attention to detail and is a role model for others

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Content Area: Social Development

Rubric for Grade: 2

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Accepts responsibility for own actions	Rarely accepts responsibility for own actions	Accepts responsibility for own actions some of the time	Consistently accepts responsibility for own actions	Accepts responsibility for own actions and exhibits proper behavior in all situations
Exhibits self control in voice and manner	Rarely exhibits self control in voice and manner	Exhibits self control in voice and manner some of the time	Consistently exhibits self control in voice and manner	Always exhibits self control in voice and manner and is a role model for others
Interacts and works cooperatively with peers and adults in all school settings	Rarely interacts or works cooperatively with peers and/or adults in the classroom environment	Interacts and works cooperatively with peers and adults in all school settings some of the time	Consistently interacts and works cooperatively with peers and adults in all school settings	Consistently demonstrates leadership qualities when interacting with peers and adults in all school settings and sets a positive example for others