

Elementary Report Card Guide for Second Grade

The following rubrics are to be used for all trimesters to correspond to the curriculum in reading, English-language arts and mathematics. Use of formative assessments, summative assessments and District trimester benchmark assessments along with the standards based grade book are data points to be utilized for the rubric.

Reading

Foundation Standard- Reads common grade level high frequency words fluently and automatically

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Reads 124-138 of the common grade level high frequency words fluently and automatically.	Reads 96-123 of the common grade level high frequency words fluently and automatically.	Reads less than 95 of the common grade level high frequency words fluently and automatically.

Foundation Standard- Reads with accuracy and fluency, using known words, patterns and context to check on meaning

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Synthesizes larger context (scene) to explain the meaning of the word or phrase, and demonstrates deep understanding of the story and/or characters.</p> <p>Self-monitors and self-corrects independently</p> <p>Consistently applies knowledge of word structure and parts to decode and comprehend word meaning</p> <ul style="list-style-type: none"> • Common prefixes and derivational suffixes • Common Latin suffixes • Multisyllable words 	<p>Uses immediate context (sentence) to accurately define the word or phrase and follow the events of the story.</p> <p>Self-monitors and self-corrects with limited prompting.</p> <p>Child independently applies a large variety of strategies to figure out unfamiliar words. They may include:</p> <ul style="list-style-type: none"> • Distinguishing long and short vowels • Knows spelling-sound correspondences for additional common vowel teams 	<p>Defines the word or phrase without regard for context. Tends to borrow language directly from the text. Partial understanding of the word or phrase may interfere with the ability to follow the story.</p> <p>Self-monitors at times but still needs prompting</p> <p>Reader independently uses effective strategies to read unfamiliar words with some prompting.</p> <ul style="list-style-type: none"> • Knows spelling-sound correspondences for common consonant 	<p>Unable to define the word or phrase and may not understand the story. Does not take advantage of words or patterns.</p> <p>Rarely self-monitors</p> <p>Uses only a few or one strategy to solve unfamiliar words and often chooses the same one. They often need prompting to use a strategy to decode words.</p> <ul style="list-style-type: none"> • One-to-one letter-sound correspondence • Associates the long and short sounds with common spellings for the 5 common vowels

	<ul style="list-style-type: none"> • Decodes two-syllable words with long vowels • Decodes with common prefixes and suffixes 	<ul style="list-style-type: none"> • digraphs • Knows final-e • Know that every syllable must have a vowel sound • Decodes two-syllable words following basic patterns and breaking words into syllables 	
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Foundation Standard- Reads independent on grade level text with understanding

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Reads independently at a third grade level text or above with understanding (O or above).	Reads independent on grade level or slightly above level text with understanding (L-N).	Reads slightly below independent grade level text with understanding (K).	Reads below independent grade level text with understanding (J or lower).

Standard- Retells a stories and includes central message or lesson

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Articulates a universal lesson/theme that can be applied to other contexts outside the text, such as to other texts or the reader’s own life. Accumulates and recalls events from the story and relates these to the book’s lesson(s)/themes(s)	Articulates a lesson/theme using story-specific language. Accumulates and recalls most of the important events from the story.	Identifies a partial, literal lesson/theme from only one part of the text.	Unable to identify a central message or lesson.

Standard- Answers questions (who, what, where, why and how) to demonstrate understanding of key details

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
When asked questions about the text, child can not only produce the answers, they do it with texts that do not explicitly name the focus or there are no headings. They can name relevant key details and support them with evidence.	Child is able to answer questions about the key text details, they are able to name specific points and attempts to say how the author supported these with reasons.	Answers questions about key text details. Child might repeat exact words of the text for details and it may include details based on prior knowledge.	With prompting and support, child may or may not be able to answer questions about the key text details. Answers are usually based on what the student noticed in illustrations or by repeating the words of the text.

Standard- Uses various text features (captions, headings, labels, lists, index) to focus on main topics and the key details of nonfiction text

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Child has gained awareness of further text features and search tools (e.g. key words, side bars, hyperlinks, etc.) and can make decisions about when and how to utilize features to locate information on a topic, not just within one specific text.	Child is able to connect the text features and other relevant information in the text to provide evidence of key facts. They support the relationship between ideas and evidence.	Uses non-fiction text features to locate key facts or information.	With prompting and support, child may or may not be able to locate key facts or information. At times, child may still misinterpret a text feature.

Standard- Compares and contrasts two texts on the same topic

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
When looking at two texts on the same topic the child can name similar and different important points the author makes, as well as the key details they include.	When looking at two texts on the same topic, the child can name similar and different points the text make, usually based off of explicitly labeled section headings.	When looking at two texts on the same topic, the student can identify basic similarities and differences (e.g. illustrations, descriptions and/or procedures).	With prompting and support, the child may or may not be able to identify basic similarities and differences between two texts on the same topic.

Standard- Describes why characters in a story respond to events and challenges

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Identifies how a character responds to multiple events and challenges and can understand WHY a character acts/feels as he or she does, thus reaching to understand the relationship between character's motivations and his or hers actions and feelings.	Identifies how a character responds to one or more concrete events or challenges. They talk about how a character's feelings or circumstances change across the text, perhaps noting the degree of feeling (very happy, very sad).	May need some support to identify the character's problem or challenge. When asked to talk about characters, the reader can generate single-word adjectives to summarize the character's dominate trait or feeling and struggles to see how it impacts the character's actions.	Reader needs prompting and support to pull out major events and character troubles or problems. They rely heavily on the pictures to do this work, and they may not identify how the character's actions were impacted by the event.

Language Arts

Writing Standard- Composes a variety of texts

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Score is to be determined based on overall CCSS aligned district rubric and assessment(s).			
(May change based on curriculum planning)			
Trimester 1- Writes a narrative text.			
Trimester 2- Writes an informative text.			
Trimester 3- Writes an opinion text.			

Writing Standard- Gathers information to produce writing

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Recalls information from experiences or gathers information from print and digital resources; independently takes brief notes on sources and sorts evidence into categories to produce an original piece of writing.	Recalls or participates in research and writing projects to gather information from sources to produce writing.	With guidance and support, recalls information or gathers information from provided resources to answer questions.	With support and scaffolding, writer may recall information from personal experiences, resources or discussions to answer questions.

Writing Standard- Clearly writes to express ideas or topics with detail

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Writing includes an opening that moves smoothly into the body of the writing and grabs the audiences' attention. Ideas include an elaborated event and are focused with several details that describe actions, thoughts and feelings.	Writing includes an opening that moves smoothly through the body of writing. Ideas are logically ordered and clustered. Writing is focused and well developed with many interesting and important details.	Develops and maintains an idea throughout the writing and the ideas are in a logical order. Writing is on topic throughout and contains 2 or more developed details.	With or without support, records a series of events in chronological order from beginning to end most of the time. Writer attempts to stay on topic and may only include one or more details.

Speaking and Listening Standard- Effectively participates in group discussions by asking/answering questions, commenting on the remarks of others, and offering opinions.

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Engages effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) about grade 2 topics and texts with diverse partners building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> • Come to discussions prepared • Follow agreed upon rules • Ask questions to check for understanding and link comments to the remarks of others • Explain their own ideas and understanding in light of discussion 	Participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. <ul style="list-style-type: none"> • Follow agreed upon rules • Build on others' talk by linking their comments to the remarks of others. • As for clarification and/or further explanation 	May need support or guidance to participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. <ul style="list-style-type: none"> • Follow agreed upon rules • Build on others' talk by responding to the comments of others • Ask questions to clear up any confusion about the topic or text 	Needs to support and guidance to participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. <ul style="list-style-type: none"> • Follow agreed upon rules • Continue a conversation through multiple exchanges.

Language Standard- Applies word sorts to daily work

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	<p>Applies word sorts to daily work.</p> <p>Uses spelling patterns, prefixes and suffixes to base words, and generalizations in writing words.</p>	<p>In isolation, child is able to spell words in their assigned word sort patterns. They may be inconsistent in daily writing. May over generalize learned spelling patterns.</p>	<p>Child is not able to spell assigned word sort patterns in isolation or is very inconsistent.</p> <p>Spells simple words phonetically, drawing on knowledge of letter-sound relationships.</p>

Language Standard- Writes using appropriate grade level grammar, capitalization, and punctuation

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Independently and consistently uses many of the following above grade level expectations.</p> <p>Grammar</p> <ul style="list-style-type: none"> Explains the function of nouns, pronouns, verbs, adjectives and adverbs Uses regular and irregular plural nouns and verbs Uses abstract nouns Uses simple verb tense Ensures subject-verb and pronoun-antecedent agreement Uses comparative and superlative adjectives and adverbs Coordinating and subordinating conjunctions <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> Capitalization words in titles Commas in addresses 	<p>Independently and consistently uses many of the following grade level expectations.</p> <p>Grammar</p> <ul style="list-style-type: none"> Collective nouns Irregular plural nouns (feet, mice) Reflexive pronouns (myself) Past tense verbs Adjectives and adverbs Writer uses simple and compound sentences <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> Including holidays, product names and geographic locations Commas in series, dates, greetings and closings Apostrophe in contractions and possessives 	<p>With prompting and support, applies some of the proficient indicators or is still working on the list below.</p> <p>Grammar</p> <ul style="list-style-type: none"> Common, proper and possessive nouns Singular and plural nouns with matching verbs Personal, possessive and indefinite pronouns Uses verbs to convey a sense of past, present and future Uses frequent adjectives. Conjunctions, determiners, prepositions <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> Dates and names of people Commas in series and dates 	<p>With prompting and support the writer may still need to work on progressing and proficient indicators and/or is still working on the list below.</p> <p>Grammar</p> <ul style="list-style-type: none"> Printing upper and lower case letters Frequently occurring nouns and verbs Frequently occurring nouns, question words, prepositions <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> Capitalize first word in sentence and I Recognize and name end punctuation Write letters for most consonant and short vowel sounds

<ul style="list-style-type: none"> • Commas and quotation marks in dialogue • Form and use possessives 			
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Language Standard- Correctly spells high frequency words in daily work

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Writes most (124-138) second grade high-frequency words accurately in daily work that reflect attention to print.	Writes some (96-123) second grade high-frequency words accurately that reflect attention to print. It may or may not be consistent in application in daily work.	Writes a few (95 or fewer) simple high-frequency words accurately that reflect attention to print. It is usually very inconsistent in daily work.

Mathematics

Number and Operations Standard- Skip counts from any given number by 5s, 10s, and 100s to 1,000

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Children begin to use mental images of numbers up to 1,000 and knowledge of number relationships, including place value, to determine relative size and position to 1,000. They can skip count by 5s, 10s, and 100s with understanding starting from any given three digit number. A child at this level counts in either direction and recognizes that sequences of decades sequence mirrors the single digit sequence.	With some scaffolding, children may begin to use mental images of numbers up to 1,000 and knowledge of number relationships, including place value, to determine relative size and position to 1,000. They may need support to skip count by 5s, 10s, and 100s with understanding starting from any given three digit number. A child at this level may need support to count in either direction and recognizes that sequences of decades sequence mirrors the single digit sequence.	With routine scaffolding, children may begin to use mental images of numbers up to 1,000 and knowledge of number relationships, including place value, to determine relative size and position to 1,000. With support, they may skip count by 5s, 10s, and 100s with understanding starting from any given three digit number. A child at this level needs support to count in either direction and recognizes that sequences of decades sequence mirrors the single digit sequence.

Number and Operations Standard- Reads, writes, orders and compares numbers to 1,000

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
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Children use mental images of numbers up to 100,000 and knowledge of number relationships, including place value, to determine relative size and position to 1,000. They are able to round numbers to any given place. They can also read, order, compare and write all numbers to 100,000 using base-ten numerals, number names, and extended form with precision and accuracy.	Children begin to use mental images of numbers up to 1,000 and knowledge of number relationships, including place value, to determine relative size and position to 1,000. They can read, order, compare and write all numbers to 1,000 using base-ten numerals, number names, and extended form with precision and accuracy.	With some scaffolding, children begin to use mental images of numbers up to 1,000 and knowledge of number relationships, including place value, to determine relative size and position to 1,000. They may need support to also read, order, compare and write all numbers to 1,000 using base-ten numerals, number names, and extended form with precision and accuracy.	With routine scaffolding, children begin to use mental images of numbers up to 1,000 and knowledge of number relationships, including place value, to determine relative size and position to 1,000. They need support to also read, order, compare and write all numbers to 1,000 using base-ten numerals, number names, and extended form with precision and accuracy.
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Number and Operations Standard- Understands the place value of a three-digit number

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Uses number with place value understanding-100, 000 can be thought of as a bundle of ten hundreds-called “thousand”. For example, a child at this level can explain the meaning of place value (that a digit in one place represents 10 times what it represents in the place to its right).	Uses number with place value understanding-100 can be thought of as a bundle of ten tens-called “hundred”. For example, a child at this level can explain that 263 is more than 186 because two hundreds is more than one hundred, even if there are more tens and ones. They construct arguments using concrete referents such as objects, diagrams, tables or actions to defend their answer.	With some scaffolding, uses number with place value understanding-100 can be thought of as a bundle of ten tens-called “hundred”. For example, a child at this level may need support to explain that 263 is more than 186 because two hundreds is more than one hundred, even if there are more tens and ones.	With routine scaffolding, uses number with place value understanding-100 can be thought of as a bundle of ten tens-called “hundred”. For example, a child at this level needs support to explain that 263 is more than 186 because two hundreds is more than one hundred, even if there are more tens and ones.

Number and Operations Standard- Applies and represents addition and subtraction strategies within 1,000 to solve word problems

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
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NA	<p>They can solve word problems using concrete models, drawings, strategies based on place value or operations, or number sentences with addition and subtraction within 1,000, including regrouping. They can analyze simple numeric patterns with rules that involve addition and subtraction.</p> <p>Child can explain answers to questions, such as “does this answer makes sense?”</p>	<p>With some scaffolding, they can solve word problems using concrete models, drawings, strategies based on place value or operations, or number sentences with addition and subtraction within 1,000, which may include regrouping. With support, they can analyze simple numeric patterns with rules that involve addition and subtraction.</p> <p>With scaffolding, child can explain answers to questions, such as “does this answer makes sense?”</p>	<p>With routine scaffolding, they may or may not solve word problems using concrete models, drawings, strategies based on place value or operations, or number sentences with addition and subtraction within 1,000, which may include regrouping. With significant support, they can analyze simple numeric patterns with rules that involve addition and subtraction.</p> <p>Child cannot explain answers to questions, such as “does this answer makes sense?”</p>
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Number and Operations Standard (Third Trimester Only)- Work with equal groups of objects to gain foundation of multiplication

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Children begin to use multiple strategies in their head to solve higher level multiplication. A child that is fluent in in multiplication is able to explain that “19 times 5 is 95, because twenty 5s is 100, and one less 5 is 95.”	A child at this level develops understanding in multiplication by using skip counting and by figuring out how many are in each group. For example, given twenty blocks, five people, and asked how many should each get, a child at this level says, “four, because 5 groups of 4 is 20.”	They are able to solve small – number multiplying problems by grouping- making each group and counting all. They require some scaffolding to use skip counting to solve.	Child requires routine scaffolding to use groups to solve multiplication problems. They may solve by dealing objects out to themselves and a friend 1 at a time.

Operations and Algebra Standard- Solves addition or subtraction word problems using unknown numbers within 100

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Child is able to solve multi-step	Uses addition and subtraction	Overall, child has part-whole	Overall, child may or may not

word problems starting from the unknown using number sentences with addition and subtraction. Child can explain answers to questions, such as “does this answer makes sense?”	within 100 to solve one step and two step word problems starting from the unknown using drawings or number sentences. They can analyze simple numeric patterns with rules that involve addition and subtraction. Child can explain answers to questions, such as “does this answer makes sense?”	understanding. They may some scaffolding to solve word problems starting with the unknown. Child may solve problems with the help of manipulatives/objects and diagrams. They should be able to solve unknown numbers in equations when in isolation.	have a part-whole understanding. They require significant scaffolding to solve word problems starting with the unknown. Child may solve problems with the help of manipulatives/objects. They may or may not be able to solve unknown numbers in equations when in isolation.
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Measurement and Data Standard- Measures and estimates lengths in standard and metric units (inches, feet, centimeters, meters)

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Child can generate measurement data or perimeter by measuring lengths using rulers marked with halves and fourths of an inch. They show the data by making a line plot where the horizontal scale is marked off in appropriate units-whole numbers, halves and quarters. Child at this level develops the ability to measure having an “internal” measurement tool. The child can mentally moves along objects, segmenting it, and counting the segments.	They select the appropriate measurement tool for the object. They also measure with accuracy and make reasonable estimates. For example, a child at this level may explain, “I imagine one meter stick after another along the edge of the room. That is how I estimated the room’s length of 9 meters.”	Child at this level may not have developed the “internal” measurement tool. With some scaffolding, they select the appropriate measurement tool for the object. They may also use measure with inconsistent accuracy and estimates may or may not be reasonable without some support.	Child at this level may not have developed the “internal” measurement tool. With routine scaffolding, they select the appropriate measurement tool for the object. They need support to measure and estimate with accuracy.

Measurement and Data Standard- Translates time between analog and digital clocks to the 5 minutes using AM and PM

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
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Tells and writes time to the minute interval using both analog and digital clocks. They can solve word problems involving addition and subtraction of time intervals in minutes.	Tells and writes time to the five minute interval using both analog and digital clocks.	With some scaffolding, tells and writes time in five minute intervals using analog and digital clocks.	With routine scaffolding, tells and writes time in five minute intervals using analog and digital clocks.
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Measurement and Data Standard- Solves problems involving dollar bills, quarters, dimes, nickels, and pennies using the dollar and cent symbols

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Solves multi-step word problems involving money by constructing arguments using concrete referents such as objects, diagrams, tables or actions to defend their answer.	Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using the appropriate symbols. For example, making change word problems.	With some scaffolding, solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using the appropriate symbols. For example, if you have two dimes and three pennies, how many cents to you have?"	With routine scaffolding, solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using the appropriate symbols. For example, if you have two dimes and three pennies, how many cents to you have?"

Measurement and Data Standard- Draws and interprets picture and bar graphs

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Collects and represents/organizes data in picture and bar graphs. Describes and compares parts of the data, makes statements about the data as a whole and determines whether the graphs answer the questions pose initially.	With some scaffolding, child can collect, represent, describe and compare data in picture and bar graphs.	With routine scaffolding, child may collect, represent, describe and compare data in picture and bar graphs.

Geometry Standard- Partitions and describes two, three and four equal shares using circles and rectangles

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Partitions shapes into equal parts	Partitions circles and rectangles	With some scaffolding, child	With routine scaffolding, child

with equal areas and recognizes that each part is a unit fraction of the whole. This is done up to the eighths for circles and rectangles. They relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.	into 2, 3 and 4 equal parts and describes the parts (halves, thirds and fourths) and the whole (ex. two halves equal one whole). Recognize equal shares of identical wholes need not have the same shape.	partitions circles and rectangles into 2, 3 and 4 equal parts and describes the parts and wholes.	partitions circles and rectangles into 2, 3 and 4 equal parts and describes the parts and wholes.
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Geometry Standard- Recognizes and draws shapes having specified attributes

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
They can recognize and measure the area as an attribute of two-dimensional regions.	Recognizes and draws shapes having specified attributes, such as given number of angles or a given number of equal faces. They use properties explicitly to represent a shape with completely correct formation, based on the knowledge of components and relationships. For example, asked to make a triangle they create one with three sides and three angles. They investigate, describe, and reason about decomposing and combining shapes to make other shapes.	With some scaffolding, recognizes and draws shapes having specified attributes, such as given number of angles or a given number of equal faces. They may or may not use properties explicitly to represent a shape with completely correct formation, based on the knowledge of components and relationships. For example, asked to make a triangle they create one with three sides and three angles.	With routine scaffolding, recognizes and draws shapes having specified attributes, such as given number of angles or a given number of equal faces. They may not use properties explicitly to represent a shape with completely correct formation, based on the knowledge of components and relationships.

Geometry Standard- Identifies 2D shapes and 3D solids

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
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NA	Child can identify shapes (triangles, quadrilaterals, pentagons, hexagons, etc.) and solids (cylinders, cubes, prisms, pyramids) in terms of their components. For example, the child may say, "No matter how skinny it looks, that's a triangle because it has three sides and three angles."	With some scaffolding, child can identify shapes and solids in terms of their components. For example, the child may say, "No matter how skinny it looks, that's a triangle because it has three sides and three angles."	With routine scaffolding child may identify shapes and solids in terms of their components.
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Automaticity of Facts-Last Trimester only - Addition facts within 20.

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Automaticity can be assessed with timed tests. If students can solve between 81-100 problems in 3 minutes they are considered exceeding.	Automaticity can be assessed with timed tests. If students can solve between 70-80 problems in 3 minutes they are considered proficient.	Automaticity can be assessed with timed tests. If students can solve between 69-55 problems in 3 minutes they are considered progressing.	Automaticity can be assessed with timed tests. If students can solve less than 54 problems in 3 minutes they are considered emerging.

Automaticity of Facts-Last Trimester only - Subtraction facts within 20.

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Automaticity can be assessed with timed tests. If students can solve between 81-100 problems in 3 minutes they are considered exceeding.	Automaticity can be assessed with timed tests. If students can solve between 70-80 problems in 3 minutes they are considered proficient.	Automaticity can be assessed with timed tests. If students can solve between 69-55 problems in 3 minutes they are considered progressing.	Automaticity can be assessed with timed tests. If students can solve less than 54 problems in 3 minutes they are considered emerging.

Resources:

The Reading and Writing Project (2012) K-8 Literature Reading Continuum

The Reading and Writing Project (2012) K-8 Informational Reading Continuum

Jennifer Savillio , Independent Reading Assessment: Fiction (2013) Scholastic Education

CCSSO: Common Core State Standards (2010) English Language Arts and Mathematics

Linda Dorn & C. Saffos, Interventions at Work: Assisted Writing (2012) Boston, MA: Person

Karin Hess, Learning Progressions Framework Designed for Use with the Common Core State Standards in Mathematics K-12: University of Kentucky (2010)

Sharon Griffin, Learning Trajectories: Number Worlds (2009)