

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, K, or L.	Student has achieved reading success at Level M 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 or M.	Student has achieved reading success at Level N or above.
3rd	Student has achieved reading success at Level J or below.	Student has achieved reading success at Level K or L.	Student has achieved reading success at Level M.	Student has achieved reading success at Level N 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).

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.

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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, K, or L. 	In above-grade-level texts: <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.
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 or M. 	In above-grade-level texts: <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 N or above.

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3rd	<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 J 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 K or L. 	<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 M. 	<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 N or above.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

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, K, or L. 	<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 M or above.

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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 or M. 	<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 N or above.
3rd	<ul style="list-style-type: none"> • Student notices few details in pictures and text; does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level J or below. 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text; sometimes extends thinking to describe a few clues; demonstrates a limited inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level K or L. 	<ul style="list-style-type: none"> • Student notices clues in pictures and text; extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text; demonstrates an inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level M. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently analyzes clues in pictures and text; extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose; demonstrates an insightful inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level N or above.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

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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 10 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for 20 minutes.
2nd	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 25 minutes.
3rd	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 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 pre-writing 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).

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3) Demonstrates stamina during independent writing time.

Trimester	1	2	3	4
1st	Student is unable or rarely able to write independently for 15 minutes.	Student is approaching independent writing stamina of 15 minutes.	Student consistently writes independently for 15 minutes.	Student consistently writes independently for more than 15 minutes.
2nd	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.
3rd	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.	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. 	Student consistently applies above-grade-level mechanics of capitalization and punctuation.
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. 	Student consistently applies above-grade-level mechanics of capitalization and punctuation.

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3rd	<p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions. 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions. 	<p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions and frequently occurring possessives. 	<p>Student consistently applies above-grade-level mechanics of capitalization and punctuation.</p>
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5) Applies conventions of grammar and usage.

Trimester	1	2	3	4
1st	<p>Student rarely applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce complete simple sentences. • Collective nouns to describe groups. 	<p>Student is beginning to apply grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce complete simple sentences. • Collective nouns to describe groups. 	<p>Student applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> • Produce complete simple sentences. • Collective nouns to describe groups. 	<p>Student consistently applies above-grade-level conventions of grammar and usage.</p>
2nd	<p>Student rarely applies grade-level grammar and usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns. 	<p>Student is beginning to apply grade-level grammar and usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns. 	<p>Student applies grade-level grammar and usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns. 	<p>Student consistently applies above-grade-level conventions of grammar and usage.</p>
3rd	<p>Student rarely applies grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. • Past-tense irregular verbs. 	<p>Student is beginning to apply grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. • Past-tense irregular verbs. 	<p>Student applies grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. • Past-tense irregular verbs. 	<p>Student consistently applies above-grade-level conventions of grammar and usage.</p>

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6) Spells grade appropriate word correctly, using references as needed.

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.

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

LISTENING AND SPEAKING

1) Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	Student rarely expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student occasionally expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student consistently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	<ul style="list-style-type: none"> • Student consistently uses and extends grade-appropriate academic vocabulary. • Student consistently uses grade-appropriate conventions of standard English grammar and usage. • Student consistently makes effective choices about language and sentence structure for meaning and style.

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is rarely able to retell key ideas presented orally or through media. • Student rarely asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> • Student is occasionally able to retell key ideas presented orally or through media. • Student occasionally asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> • Student is consistently able to retell key ideas presented orally or through media. • Student consistently asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> • Student consistently reports and extends on a topic. • Student consistently recounts stories or experiences with appropriate facts and descriptive details. • Student consistently asks/answers questions about presentations, offering appropriate details.

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3) Participates in group discussions actively and appropriately.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely engages in group discussions. • Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student rarely asks for clarification and further explanation as needed. • Student rarely extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student occasionally engages in group discussions. • Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student occasionally asks for clarification and further explanation as needed. • Student occasionally extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages and extends in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.

Grading Benchmarks – SECOND GRADE

MATHEMATICS

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
1st	<p>Understanding Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student does not understand that addition and subtraction are inverse operations. • Student does not understand that addition number sentences can be used to show joining parts of a whole. • Student does not understand that subtraction number sentences can be used to show separating parts from a whole. <p>Using Addition and Subtraction Strategies:</p> <ul style="list-style-type: none"> • Student is unable or rarely able to solve addition exercises with 0, 1, 2. • Student does not understand that 2 or 3 numbers can be added in any order. • Student is unable or rarely able to add 3 or more whole numbers in any order. 	<p>Understanding Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student sometimes understands that addition and subtraction are inverse operations. • Student sometimes understands that addition number sentences can be used to show joining parts of a whole. • Student sometimes understands that subtraction number sentences can be used to show separating parts from a whole. <p>Using Addition and Subtraction Strategies:</p> <ul style="list-style-type: none"> • Student can sometimes solve addition exercises with 0, 1, 2. • Student sometimes understands that 2 or 3 numbers can be added in any order. • Student can sometimes add 3 or more whole numbers in any order. 	<p>Understanding Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student understands that addition and subtraction are inverse operations. • Student understands that addition number sentences can be used to show joining parts of a whole. • Student understands that subtraction number sentences can be used to show separating parts from a whole. <p>Using Addition and Subtraction Strategies:</p> <ul style="list-style-type: none"> • Student solves addition exercises with 0, 1, 2. • Student understands that 2 or 3 numbers can be added in any order. • Student can add 3 or more whole numbers in any order. 	<p>Understanding Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student understands that addition and subtraction are inverse operations and applies this understanding to all other problems. • Student understands that addition number sentences can be used to show joining parts of a whole and applies this understanding to all other problems. • Student understands that subtraction number sentences can be used to show separating parts from a whole and applies this understanding to all other problems. <p>Using Addition and Subtraction Strategies: Student consistently applies and extends addition and subtraction strategies to challenging problems.</p>

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	<ul style="list-style-type: none"> • Student is unable or rarely able to use the strategies of using doubles, near doubles, or making 10 to add. • Student is unable or rarely able to solve subtraction sentences by applying concepts of 0, 1 and 2 less than a number. • Student is unable or rarely able to use the strategies of using doubles, near doubles, and related addition facts to subtract. <p>Place Value Numbers to 100:</p> <ul style="list-style-type: none"> • Student does not understand the value of tens and ones in a 2-digit number. • Student does not read or write number words for 0 to 99. • Student does not place value to compare and order numbers. • Student does not understand that some numbers can be divided into 2 equal parts (even numbers) and some cannot (odd numbers). 	<ul style="list-style-type: none"> • Student can sometimes use the strategies of using doubles, near doubles, or making 10 to add. • Student can sometimes solve subtraction sentences by applying concepts of 0, 1 and 2 less than a number. • Student can sometimes use the strategies of using doubles, near doubles, and related addition facts to subtract. <p>Place Value Numbers to 100:</p> <ul style="list-style-type: none"> • Student sometimes understands the value of tens and ones in a 2-digit number. • Student sometimes reads and writes number words for 0 to 99. • Student sometimes uses place value to compare and order numbers. • Student sometimes understands that some numbers can be divided into 2 equal parts (even numbers) and some cannot (odd numbers). 	<ul style="list-style-type: none"> • Student can use the strategies of using doubles, near doubles, or making 10 to add. • Student can solve subtraction sentences by applying concepts of 0, 1 and 2 less than a number. • Student can use the strategies of using doubles, near doubles, and related addition facts to subtract. <p>Place Value Numbers to 100:</p> <ul style="list-style-type: none"> • Student understands the value of tens and ones in a 2-digit number. • Student reads and writes number words for 0 to 99. • Student uses place value to compare and order numbers. • Student understands that some numbers can be divided into 2 equal parts (even numbers) and some cannot (odd numbers). 	<p>Place Value Numbers to 100:</p> <ul style="list-style-type: none"> • Student understands the value of ones, tens, and hundreds. • Student reads and writes number words for 0-99. • Student uses place value to compare and order 3-digit numbers.
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<p>2nd</p>	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student is unable or rarely able to use mental math strategies to add and subtract 2-digit numbers. • Student is unable or rarely able to add 1-digit numbers to 2-digit numbers with or without regrouping. • Student is unable or rarely able to subtract a 1-digit number from a 2-digit number. • Student is unable or rarely able to check the subtraction work by writing the related addition problem. <p><u>Estimation:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use rounding to estimate a sum and/or difference. • Student never or rarely uses rounding for finding a multiple of 10 or 100 closest to a given number. <p><u>Numbers and Patterns to 1,000:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to understand place value in a 3-digit number. • Student is unable or rarely able to recognize patterns on a 100's chart. • Student is unable or rarely able to compare and order numbers up to 3 digits. 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student sometimes uses mental math strategies to add and subtract 2-digit numbers. • Student sometimes adds 1-digit numbers to 2-digit numbers with or without regrouping. • Student sometimes subtracts a 1-digit number from a 2-digit number. • Student can sometimes check the subtraction work by writing the related addition problem. <p><u>Estimation:</u></p> <ul style="list-style-type: none"> • Student can sometimes use rounding to estimate a sum and/or difference. • Student sometimes uses rounding for finding a multiple of 10 or 100 closest to a given number. <p><u>Numbers and Patterns to 1,000:</u></p> <ul style="list-style-type: none"> • Student sometimes understands place value in a 3-digit number. • Student sometimes recognizes patterns on a 100's chart. • Student sometimes compares and orders numbers up to 3 digits. 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • Student uses mental math strategies to add and subtract 2-digit numbers. • Student adds 1-digit numbers to 2-digit numbers with or without regrouping. • Student subtracts a 1-digit number from a 2-digit number. • Student can check the subtraction work by writing the related addition problem. <p><u>Estimation:</u></p> <ul style="list-style-type: none"> • Student can use rounding to estimate a sum and/or difference. • Student uses rounding for finding a multiple of 10 or 100 closest to a given number. <p><u>Numbers and Patterns to 1,000:</u></p> <ul style="list-style-type: none"> • Student understands place value in a 3-digit number. • Student recognizes patterns on a 100's chart. • Student compares and orders numbers up to 3 digits. 	<p>Addition and Subtraction: Student is consistently able to add and subtract 2-digit and 3-digit numbers with regrouping.</p> <p><u>Estimation:</u></p> <ul style="list-style-type: none"> • Student makes insightful connections to other concepts and ideas. • Student independently challenges his/herself. <p><u>Numbers and Patterns to 1,000:</u></p> <ul style="list-style-type: none"> • Student understands place value in a 4-digit number. • Student recognizes patterns on a 100's chart. • Student compares and orders numbers up to 4 digits.
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Grading Benchmarks – SECOND GRADE

	<u>3-Digit Addition and Subtraction:</u> <ul style="list-style-type: none"> Student is unable or rarely able to use mental math to add multiples of 100 to 3-digit numbers. Student is unable or rarely able to add or subtract 3-digit numbers. Student is unable or rarely able to use rounding to estimate sums and differences. 	<u>3-Digit Addition and Subtraction:</u> <ul style="list-style-type: none"> Student sometimes uses mental math to add multiples of 100 to 3-digit numbers. Student sometimes adds and subtracts 3-digit numbers. Student sometimes uses rounding to estimate sums and differences. 	<u>3-Digit Addition and Subtraction:</u> <ul style="list-style-type: none"> Student uses mental math to add multiples of 100 to 3-digit numbers. Student adds and subtracts 3-digit numbers. Student uses rounding to estimate sums and differences. 	<u>3-Digit Addition and Subtraction:</u> <ul style="list-style-type: none"> Student uses mental math to add multiples of 100 to 4-digit numbers. Student adds and subtracts 4-digit numbers.
3rd	<u>Geometry:</u> <ul style="list-style-type: none"> Student is unable or rarely able to describe, classify, and analyze the attributes of 2- and 3-dimensional objects. Student is unable or rarely able to combine shapes to make new shapes. Student is unable or rarely able to decompose shapes into other shapes. Student is unable or rarely able to demonstrate that shapes in the plane can be translated, rotated, or reflected across a line of symmetry. <u>Fractions:</u> <ul style="list-style-type: none"> Student does not understand that a fraction describes a division of a whole into equal parts. 	<u>Geometry:</u> <ul style="list-style-type: none"> Student can sometimes describe, classify, and analyze the attributes of 2- and 3-dimensional objects. Student can sometimes combine shapes to make new shapes. Student can sometimes decompose shapes into other shapes. Student sometimes demonstrates that shapes in the plane can be translated, rotated, or reflected across a line of symmetry. <u>Fractions:</u> <ul style="list-style-type: none"> Student sometimes understands that a fraction describes a division of a whole into equal parts. 	<u>Geometry:</u> <ul style="list-style-type: none"> Student can consistently describe, classify, and analyze the attributes of 2- and 3-dimensional objects. Student can combine shapes to make new shapes. Student can decompose shapes into other shapes. Student demonstrates that shapes in the plane can be translated, rotated, or reflected across a line of symmetry. <u>Fractions:</u> <ul style="list-style-type: none"> Student understands that a fraction describes a division of a whole into equal parts. 	<u>Geometry:</u> <ul style="list-style-type: none"> Student can consistently describe, classify, and analyze the attributes of 2- and 3-dimensional objects. Student can deconstruct a given shape to recreate a new shape. <u>Fractions:</u> <ul style="list-style-type: none"> Student is able to consistently compare and order fractions.

Grading Benchmarks – SECOND GRADE

<p><u>Counting Money:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to identify the value of a group of dimes, nickels, and pennies. • Student is unable or rarely able to count combinations of dollar bills and coins. • Student is unable or rarely able to represent the same amount of money using different combinations of coins/bills. <p><u>Multiplication Concepts:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use properties and strategies including repeated addition, building arrays, and drawing pictures to solve multiplication problems. <p><u>Measurement – Length and Area:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use conventional, defined lengths to measure with standard units. • Student is unable or rarely able to determine the perimeter of a polygon and the area of a given shape. <p><u>Measurement – Time and Temperature:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to tell time in 5-, 15-, and 30-minute increments. 	<p><u>Counting Money:</u></p> <ul style="list-style-type: none"> • Student sometimes identifies the value of a group of dimes, nickels, and pennies. • Student can sometimes count combinations of dollar bills and coins. • Student can sometimes represent the same amount of money using different combinations of coins/bills. <p><u>Multiplication Concepts:</u></p> <ul style="list-style-type: none"> • Student sometimes uses properties and strategies including repeated addition, building arrays, and drawing pictures to solve multiplication problems. <p><u>Measurement – Length and Area:</u></p> <ul style="list-style-type: none"> • Student sometimes uses conventional, defined lengths to measure with standard units. • Student can sometimes determine the perimeter of a polygon and the area of a given shape. <p><u>Measurement – Time and Temperature:</u></p> <ul style="list-style-type: none"> • Student can sometimes tell time in 5-, 15-, and 30-minute increments. 	<p><u>Counting Money:</u></p> <ul style="list-style-type: none"> • Student identifies the value of a group of dimes, nickels, and pennies. • Student can count combinations of dollar bills and coins. • Student can represent the same amount of money using different combinations of coins/bills. <p><u>Multiplication Concepts:</u></p> <ul style="list-style-type: none"> • Student uses properties and strategies including repeated addition, building arrays, and drawing pictures to solve multiplication problems. <p><u>Measurement – Length and Area:</u></p> <ul style="list-style-type: none"> • Student uses conventional, defined lengths to measure with standard units. • Student determines the perimeter of a polygon and the area of a given shape. <p><u>Measurement – Time and Temperature:</u></p> <ul style="list-style-type: none"> • Student tells time in 5-, 15-, and 30-minute increments. 	<p><u>Counting Money:</u></p> <ul style="list-style-type: none"> • Student identifies the value of a group of dimes, nickels, and pennies. • Student can count combinations of dollar bills and coins. • Student understands the decimal equivalent of the coins. <p><u>Multiplication Concepts:</u></p> <ul style="list-style-type: none"> • Student consistently applies and extends multiplication strategies independently. <p><u>Measurement – Length and Area:</u></p> <ul style="list-style-type: none"> • Student can compare and contrast the perimeter and area of the same or different shapes.
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Grading Benchmarks – SECOND GRADE

3rd	<u>Graphs and Probability:</u> <ul style="list-style-type: none"> Student is unable or rarely able to organize data by making a tally chart, pictograph, and bar graph and is unable or rarely able to answer questions using that data. 	<u>Graphs and Probability:</u> <ul style="list-style-type: none"> Student sometimes organizes data by making a tally chart, pictograph, and bar graph and can sometimes answer questions using that data. 	<u>Graphs and Probability:</u> <ul style="list-style-type: none"> Student organizes data by making a tally chart, pictograph, and bar graph and can answer questions using that data. 	<u>Graphs and Probability:</u> <ul style="list-style-type: none"> Student is able to apply data charts to other areas for data collection and analysis.
	<u>Measurement – Capacity and Weight:</u> <ul style="list-style-type: none"> Student is unable or rarely able to use standard and non-standard units to measure and compare capacity, weight, and mass. Student is unable or rarely able to use different units to estimate capacity, weight, and mass. 	<u>Measurement – Capacity and Weight:</u> <ul style="list-style-type: none"> Student sometimes uses standard and non-standard units to measure and compare capacity, weight, and mass. Student can sometimes use different units to estimate capacity, weight, and mass. 	<u>Measurement – Capacity and Weight:</u> <ul style="list-style-type: none"> Student uses standard and non-standard units to measure and compare capacity, weight, and mass. Student can use different units to estimate capacity, weight, and mass. 	<u>Measurement – Capacity and Weight:</u> <ul style="list-style-type: none"> Student makes insightful connections to other ideas and concepts and challenges himself/ herself.

2) Recalls math facts with speed and accuracy.

Trimester	1	2	3	4
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.
3rd	Student is unable or rarely able to add and subtract 1-digit numbers up to or from 20.	Student can sometimes add and subtract 1-digit numbers up to or from 20.	Student can consistently add and subtract 1-digit numbers up to or from 20.	Student can consistently add and subtract 2-digit numbers up to or from 99.

Grading Benchmarks – SECOND GRADE

3) Uses a variety of strategies to solve problems.

Trimester	1	2	3	4
1st	<p><u>Understanding Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to display the inverse relationship of addition and subtraction when solving problems. • Student is unable or rarely able to use a part-part-whole model. • Student is unable or rarely able to use manipulatives. • Student is unable or rarely able to write number sentences. <p><u>Using Addition and Subtraction Strategies:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems. <p><u>Place Value Numbers to 100:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use a hundred chart or manipulatives to solve problems. 	<p><u>Understanding Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student sometimes displays the inverse relationship of addition and subtraction when solving problems. • Student sometimes uses a part-part-whole model. • Student sometimes uses manipulatives. • Student writes number sentences. <p><u>Using Addition and Subtraction Strategies:</u></p> <ul style="list-style-type: none"> • Student sometimes uses manipulatives, pictures, and number sentences to solve problems. <p><u>Place Value Numbers to 100:</u></p> <ul style="list-style-type: none"> • Student sometimes uses a hundred chart and manipulatives to solve problems. 	<p><u>Understanding Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student consistently displays the inverse relationship of addition and subtraction when solving problems. • Student consistently uses a part-part-whole model. • Student consistently uses manipulatives. • Student consistently writes number sentences. <p><u>Using Addition and Subtraction Strategies:</u></p> <ul style="list-style-type: none"> • Student consistently uses manipulatives, pictures, and number sentences to solve problems. <p><u>Place Value Numbers to 100:</u></p> <ul style="list-style-type: none"> • Student consistently uses a hundred chart and manipulatives to solve problems. 	<p><u>Understanding Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student consistently displays the inverse relationship of addition and subtraction when solving problems. • Student consistently uses a part-part-whole model. • Student consistently uses manipulatives. • Student consistently writes simple and complex number sentences. • Student consistently solves complex story problems. <p><u>Using Addition and Subtraction Strategies:</u></p> <ul style="list-style-type: none"> • Student consistently solves complex problems independently through a variety of strategies. <p><u>Place Value Numbers to 100:</u></p> <ul style="list-style-type: none"> • Student consistently recognizes when outside data (e.g., from a chart) may be needed to solve a problem. • Student extends number patterns on a hundred chart.

Grading Benchmarks – SECOND GRADE

2nd	<p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use connecting cubes or a diagram. • Student is unable or rarely able to identify a pattern, missing data needed, or extra information when working to solve a problem. <p><u>Estimation:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to solve problems by making a reasoned first try and then, through additional reasoning arrive at the correct answer. <p><u>Numbers and Patterns to 1,000:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use a number chart to compare numbers. • Student is unable or rarely able to identify patterns to solve problems. • <p><u>3-Digit Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use a variety of mental math strategies. • Student is unable or rarely able to break a problem into simple calculations. • Student is unable or rarely able to estimate. • Student is unable or rarely able to use graph data. 	<p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student sometimes uses connecting cubes and a diagram. • Student sometimes identifies a pattern, missing data needed, or extra information when working to solve a problem. <p><u>Estimation:</u></p> <ul style="list-style-type: none"> • Student can sometimes solve problems by making a reasoned first try and then, through additional reasoning, arrive at the correct answer. <p><u>Numbers and Patterns to 1,000:</u></p> <ul style="list-style-type: none"> • Student sometimes uses a number chart to compare numbers. • Student sometimes identifies patterns to solve problems. <p><u>3 Digit Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student sometimes uses a variety of mental math strategies. • Student sometimes breaks a problem into simpler calculations. • Student sometimes estimates. • Student sometimes uses graph data. 	<p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student uses connecting cubes and a diagram. • Student identifies a pattern, missing data needed, or extra information when working to solve a problem. <p><u>Estimation:</u></p> <ul style="list-style-type: none"> • Student can solve problems by making a reasoned first try and then, through additional reasoning, arrive at the correct answer. <p><u>Numbers and Patterns to 1,000:</u></p> <ul style="list-style-type: none"> • Student uses a number chart to compare numbers. • Student identifies patterns to solve problems. <p><u>3-Digit Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student uses a variety of mental math strategies. • Student breaks a problem into simpler calculations. • Student estimates. • Student uses graph data. 	<p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student uses connecting cubes and a diagram. • Student identifies a pattern, missing data needed, or extra information when working to solve a complex, multi-step, or above-grade-level problem. <p><u>Estimation:</u></p> <ul style="list-style-type: none"> • Student consistently solves problems by making a close, reasoned first try and then, through additional reasoning, arrives at the correct answer. <p><u>Numbers and Patterns to 1,000:</u></p> <ul style="list-style-type: none"> • Student identifies complex patterns to solve problems. <p><u>3-Digit Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student uses a variety of mental math strategies. • Student breaks a problem into simpler calculations. • Student estimates. • Student uses graph data in 3-digit and 4-digit problems.
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Grading Benchmarks – SECOND GRADE

<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use pattern blocks, trace shapes, cut shapes, or use other manipulatives. <p><u>Fractions:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use objects to model and solve problems involving fractions of a group. <p><u>Measurement – Length and Area:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use objects to accurately measure the area of shapes or to find the distance around the shapes. <p><u>Measurement – Time and Temperature:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use a clock and a thermometer for accurate time and temperature. 	<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student sometimes uses pattern blocks, traces shapes, cuts shapes, and uses other manipulatives. <p><u>Fractions:</u></p> <ul style="list-style-type: none"> • Student sometimes uses objects to model and solve problems involving fractions of a group. <p><u>Measurement – Length and Area:</u></p> <ul style="list-style-type: none"> • Student sometimes uses objects to accurately measure the area of shapes and to find the distance around the shapes. <p><u>Measurement – Time and Temperature:</u></p> <ul style="list-style-type: none"> • Student sometimes uses a clock and a thermometer for accurate time and temperature. 	<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student uses pattern blocks, traces shapes, cuts shapes, and uses other manipulatives. <p><u>Fractions:</u></p> <ul style="list-style-type: none"> • Student uses objects to model and solve problems involving fractions of a group. <p><u>Measurement – Length and Area:</u></p> <ul style="list-style-type: none"> • Student uses objects to accurately measure the area of shapes and to find the distance around the shapes. <p><u>Measurement – Time and Temperature:</u></p> <ul style="list-style-type: none"> • Student uses a clock and a thermometer for accurate time and temperature. 	<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student consistently sees congruency, symmetry, and attributes of shapes with few manipulatives. <p><u>Fractions:</u></p> <ul style="list-style-type: none"> • Student uses objects to model and solve problems involving fractions of a group. • Student can consistently construct fractional parts of a whole. <p><u>Measurement – Length and Area:</u></p> <ul style="list-style-type: none"> • Student consistently and accurately measure the area and perimeter of usual and complex shapes. <p><u>Measurement – Time and Temperature:</u></p> <ul style="list-style-type: none"> • Student uses a clock and a thermometer for accurate time and temperature. • Student can solve multi-step problems. • Student can express degrees in Fahrenheit and Celsius.
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Grading Benchmarks – SECOND GRADE

<p><u>Graphs and Probability:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use tally charts and bar graphs to solve problems. • Student is unable or rarely able to determine the likelihood of an event occurring using data. <p><u>Multiplication Concepts:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use counters, picture drawing, or repeated addition to help write multiplication sentences. <p><u>Measurement – Capacity and Weight:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use different units to measure capacity. • Student is unable or rarely able to use a balance scale. 	<p><u>Graphs and Probability:</u></p> <ul style="list-style-type: none"> • Student sometimes uses tally charts and bar graphs to solve problems. • Student can sometimes determine the likelihood of an event occurring using data. <p><u>Multiplication Concepts:</u></p> <ul style="list-style-type: none"> • Student sometimes uses counters, picture drawing, and repeated addition to help write multiplication sentences. <p><u>Measurement – Capacity and Weight:</u></p> <ul style="list-style-type: none"> • Student sometimes uses different units to measure capacity. • Student sometimes uses a balance scale. 	<p><u>Graphs and Probability:</u></p> <ul style="list-style-type: none"> • Student uses tally charts and bar graphs to solve problems. • Student can determine the likelihood of an event occurring using data. <p><u>Multiplication Concepts:</u></p> <ul style="list-style-type: none"> • Student uses counters, picture drawing, and repeated addition to help write multiplication sentences. <p><u>Measurement – Capacity and Weight:</u></p> <ul style="list-style-type: none"> • Student uses different units to measure capacity. • Student uses a balance scale. 	<p><u>Graphs and Probability:</u></p> <ul style="list-style-type: none"> • Student uses tally charts and bar graphs to solve problems. • Student can determine the likelihood of an event occurring using data; can organize data in different ways. <p><u>Multiplication Concepts:</u></p> <ul style="list-style-type: none"> • Student consistently writes vertical and horizontal multiplication sentences. <p><u>Measurement – Capacity and Weight:</u></p> <ul style="list-style-type: none"> • Student uses different units to measure capacity. • Student uses a balance scale. • Student compares and contrasts capacity of containers and relationship of weight and size of objects.
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Grading Benchmarks – SECOND GRADE

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.

Grading Benchmarks – SECOND GRADE

SCIENCE

1) Demonstrates understanding of concepts.

⇒ EARTH SCIENCE: Weather and Water				
Trimester	1	2	3	4
1st	Student rarely demonstrates understanding of key concepts of weather and water, including: <ul style="list-style-type: none"> • The Earth is a system. • Interaction of components. • Weather conditions and effects on us. • Water properties and how they change. • Water within the environment. • Water use and conservation. 	Student is beginning to demonstrate understanding of key concepts of weather and water, including: <ul style="list-style-type: none"> • The Earth is a system. • Interaction of components. • Weather conditions and effects on us. • Water properties and how they change. • Water within the environment. • Water use and conservation. 	Student demonstrates understanding of key concepts of weather and water, including: <ul style="list-style-type: none"> • The Earth is a system. • Interaction of components. • Weather conditions and effects on us. • Water properties and how they change. • Water within the environment. • Water use and conservation. 	Student consistently and independently meets standards and extends understanding through applications to real-life situations.

⇒ PHYSICAL SCIENCE: Matter and Energy				
Trimester	1	2	3	4
2nd	Student rarely demonstrates understanding of key concepts of matter and energy, including: <ul style="list-style-type: none"> • States and properties of matter. • The effects of heating and cooling matter. • Energy makes things happen. • Energy from the sun warms the land, air, and water. • Using the sun's energy to see an object or create shadows. 	Student is beginning to demonstrate understanding of key concepts of matter and energy, including: <ul style="list-style-type: none"> • States and properties of matter. • The effects of heating and cooling matter. • Energy makes things happen. • Energy from the sun warms the land, air, and water. • Using the sun's energy to see an object or create shadows. 	Student demonstrates understanding of key concepts of matter and energy, including: <ul style="list-style-type: none"> • States and properties of matter. • The effects of heating and cooling matter. • Energy makes things happen. • Energy from the sun warms the land, air, and water. • Using the sun's energy to see an object or create shadows. 	Student consistently and independently meets standards and extends understanding through applications to real-life situations.

Grading Benchmarks – SECOND GRADE

⇒ LIFE SCIENCE: Introduction to Plants

Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates understanding of key concepts of the life cycle of plants, including:</p> <ul style="list-style-type: none"> • Living organisms exchange nutrients and water with the environment. • Plants reproduce through seeds, as well as vegetative methods. • Similarities between plants. • Plant life in diverse environments. 	<p>Student is beginning to demonstrate understanding of key concepts of the life cycle of plants, including:</p> <ul style="list-style-type: none"> • Living organisms exchange nutrients and water with the environment. • Plants reproduce through seeds, as well as vegetative methods. • Similarities between plants. • Plant life in diverse environments. 	<p>Student demonstrates understanding of key concepts of the life cycle of plants, including:</p> <ul style="list-style-type: none"> • Living organisms exchange nutrients and water with the environment. • Plants reproduce through seeds, as well as vegetative methods. • Similarities between plants. • Plant life in diverse environments. 	<p>Student consistently and independently meets standards and extends understanding through applications to real-life situations.</p>

Grading Benchmarks – SECOND GRADE

SOCIAL STUDIES

1) Demonstrates understanding of concepts.

⇒ UNIT 1: Government (Local, State, and National)

Trimester	1	2	3	4
1st	<p>Student rarely demonstrates understanding of key concepts of government, including:</p> <ul style="list-style-type: none"> Identifying the purpose of government. Understanding the process of making laws. Explaining why we have laws and people to enforce them. Relating responsibilities to rights. Distinguishing between fair and unfair laws and practices. Explaining the structure of our government on local, state, and national levels. 	<p>Student is beginning to demonstrate understanding of key concepts of government, including:</p> <ul style="list-style-type: none"> Identifying the purpose of government. Understanding the process of making laws. Explaining why we have laws and people to enforce them. Relating responsibilities to rights. Distinguishing between fair and unfair laws and practices. Explaining the structure of our government on local, state, and national levels. 	<p>Student demonstrates understanding of key concepts of government, including:</p> <ul style="list-style-type: none"> Identifying the purpose of government. Understanding the process of making laws. Explaining why we have laws and people to enforce them. Relating responsibilities to rights. Distinguishing between fair and unfair laws and practices. Explaining the structure of our government on local, state, and national levels. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>

Grading Benchmarks – SECOND GRADE

⇒ UNIT 2: United States Regions and New Jersey

Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates understanding of key concepts of United States regions and New Jersey, including:</p> <ul style="list-style-type: none"> • The five geographic regions of the United States of America and New Jersey. • The geographic features of each region. • The influence the geographic features had on the culture, history, and economy of each region. • The ways resources are used in each region. • The innovations that helped people adapt to the conditions of their environment. • The way large cities have grown and changed from their roots to their current status. • The ways in which maps are used. 	<p>Student is beginning to demonstrate understanding of key concepts of United States regions and New Jersey, including:</p> <ul style="list-style-type: none"> • The five geographic regions of the United States of America and New Jersey. • The geographic features of each region. • The influence the geographic features had on the culture, history, and economy of each region. • The ways resources are used in each region. • The innovations that helped people adapt to the conditions of their environment. • The way large cities have grown and changed from their roots to their current status. • The ways in which maps are used. 	<p>Student demonstrates understanding of key concepts of United States regions and New Jersey, including:</p> <ul style="list-style-type: none"> • The five geographic regions of the United States of America and New Jersey. • The geographic features of each region. • The influence the geographic features had on the culture, history, and economy of each region. • The ways resources are used in each region. • The innovations that helped people adapt to the conditions of their environment. • The way large cities have grown and changed from their roots to their current status. • The ways in which maps are used. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>