

Math Rubric 2nd Grade

Math Standards	1	2	3
Operations and Algebraic Thinking			
Add or subtract to solve word problems. OA.1 NBT.5	T2: With teacher support, unable to solve addition and subtraction one- and two- step word problems within 50. T3: With teacher support, unable to solve addition and subtraction one- and two- step word problems within 100.	T2: Use addition and subtraction within 50 to solve one- and two- step word problems with prompting and support. T3: Use addition and subtraction within 100 to solve one- and two- step word problems with prompting and support.	T2: Use addition and subtraction within 50 to solve one- and two- step word problems independently. T3: Use addition and subtraction within 100 to solve one- and two- step word problems independently.
Add within 20 using mental strategies. OA.2	T1: Unable to fluently add and subtract using mental strategies within 10 with prompting and support. T2: ... within 15 with prompting and support. T3: ...within 20 with prompting and support.	T1: Fluently add and subtract using mental strategies within 10 with prompting and support. T2: ... within 15 with prompting and support. T3: ...within 20 with prompting and support.	T1: Fluently add and subtract using mental strategies within 10 independently. T2: ... within 15 independently. T3: ... within 20 independently.
Subtract within 20 using mental strategies. OA.2	T2: Unable to fluently add and subtract using mental strategies within 15 with prompting and support. T3: within 20 with prompting and support.	T2: Fluently add and subtract using mental strategies within 15 with prompting and support. T3: ... within 20 with prompting and support.	T2: Fluently add and subtract using mental strategies within 15 independently. T3: ... within 20 independently.
Use repeated addition to identify a total number in a rectangular array.	T3: Unable to use repeated addition to identify a total number in a rectangular array.	T3: Uses repeated addition to identify a total number in a rectangular array with prompting and support.	T3: Independently uses repeated addition to identify a total number in a rectangular array.
Number & Operations in Base Ten			
Use base-ten numerals, number names and expanded form to understand place value NBT.1 NBT.3	T1: Unable to count, read, and write numerals to 200, starting at any numbers with prompting and support. T2: ...to 500 T3: ...to 1000	T1: Able to count, read, and write numerals to 200, starting at any number with prompting and support. T2: ...to 500 T3: ...to 1000	T1: Able to count, read, and write numerals to 200, starting at any number independently. T2: ... to 500 T3: ... to 1000 Example: Base-ten numerals: 152 Number names: one hundred fifty- two Expanded form: 100+50+2

Understand and compare 2 three-digit numbers based on meanings of the hundreds, tens, and ones digits. Example: (greater than >, less than < or equal to =) NBT.1 NBT.4	Unable to understand three-digit numbers are represented by hundreds, tens and ones	Understands three-digit numbers are represented by hundreds, tens and ones and uses this knowledge to compare three-digit numbers with prompting and support. Example: 123<142, 168>116, 119=119 119 = 1 hundred, 1 ten and 9 ones	Understands three-digit numbers are represented by hundreds, tens and ones and uses this knowledge to independently compare three-digit numbers. Example: 123<142, 168>116, 119=119 119 = 1 hundred, 1 ten and 9 ones
Add and subtract within 1000 using place value strategies and models. NBT.7 NBT.9	T2: Unable to use models, drawings, and strategies based on place value to add and subtract within 1000 with teacher support.	T2: Use models, drawings, and strategies based on place value to add and subtract within 1000 with prompting and support.	T2: Use models, drawings, and strategies based on place value to add and subtract within 1000 independently. <u>Examples:</u> number lines, pictures, etc.
Geometry			
Demonstrate partitioning circles and rectangles into two, three, or four equal shares. G.3	T3: Unable to divide circles and rectangles into two, three or four equal parts with prompting and support.	T3: Able to divide circles and rectangles into two, three or four equal parts with prompting and support.	T3: Able to divide circles and rectangles into two, three or four equal parts independently.
Measurement * Data			
Draw a picture graph and a bar graph to represent a data set with up to four categories. MD.10	T3: Unable to solve simple problems using information presented in a graph with teacher support.	T3: Solve simple problems using information presented in a graph with prompting and support.	T3: Solve simple problems using information presented in a graph independently.
Measure lengths in standard units. MD. 1.2.3.4.9	Unable to measure lengths in centimeters and inches with teacher support.	Able to measure lengths in centimeters and inches with prompting and support.	Able to measure lengths in centimeters and inches independently.