



QUINCY PUBLIC SCHOOLS

Grade Two

Mathematics Rubric

Standards for Mathematical Practice

Understands and uses appropriate vocabulary.

1	2	3	4
Does not demonstrate an understanding of appropriate vocabulary.	Understands and uses appropriate vocabulary both orally and in writing with some teacher support.	Understands and uses appropriate vocabulary both orally and in writing.	Understands, extends, and applies vocabulary both orally and in writing at an advanced level.

Verbally communicates mathematical thinking to others.

1	2	3	4
Communicates mathematical thinking with substantial teacher support.	Communicates mathematical thinking with some teacher support.	Verbally communicates mathematical thinking.	Uses a variety of strategies and operations to verbally communicate mathematical thinking at an advanced level.

Demonstrates mathematical thinking using objects, drawings, equations, and/or written language.

1	2	3	4
Communicates mathematical thinking using objects, drawings, equations, and/or written language with substantial teacher support.	Communicates mathematical thinking using objects, drawings, equations, and/or written language with some teacher support.	Communicates mathematical thinking using objects, drawings, equations, and/or written language.	Communicates mathematical thinking using objects, drawings, equations, and written language using a variety of strategies at an advanced level.

Operations and Algebraic Thinking

Uses addition and subtraction within 100 to solve 1 and 2 step word problems. (2.OA.1)

1	2	3	4
Solves one step word problems using addition and subtraction within 100 with substantial teacher support.	Solves one step word problems using addition and subtraction within 100.	Solves one and two step word problems using addition and subtraction within 100.	Efficiently solves and explains one and two step word problems using addition and subtraction within 100.

Fluently adds and subtracts within 20. (2.OA.2)

1	2	3	4
Demonstrates knowledge of addition and subtraction within 20 using strategies with substantial teacher support.	Demonstrates knowledge of addition and subtraction within 20 using strategies and some teacher support.	Fluently adds and subtracts within 20.	Fluently adds and subtracts beyond 20.

Identifies odd and even numbers with digits and groups of objects. (2.OA.3,4)

1	2	3	4
Needs substantial teacher support to identify odd and even numbers.	Demonstrates knowledge of odd and even numbers with digits and groups of objects using strategies and some teacher support.	Demonstrates knowledge of odd and even numbers with digits and groups of objects.	Fluently identifies odd and even numbers.

Number Operations In Base Ten

Identifies place value of digits in numbers to 1,000. (2.NBT.1)

1	2	3	4
Identifies place value of ones, tens, and hundreds with substantial teacher support.	Identifies place value of ones, tens, and hundreds with some teacher support.	Identifies place value of ones, tens, and hundreds up to 1,000.	Consistently, independently, and automatically identifies place value of ones, tens, and hundreds up to 1,000.

Skip counts by 5's, 10's, and 100's to 1,000. (2.NBT.2)

1	2	3	4
Skip counts by 5's, 10's and 100's with	Skip counts by 5's, 10's, and 100's up to 1,000	Skip counts by 5's, 10's, and 100's up to 1,000.	Fluently skip counts by 5's, 10's, and 100's up

substantial teacher support.	using strategies.		to 1,000.
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Reads, writes and represents numbers within 1,000. (2.NBT.3)

1	2	3	4
Reads, writes, and represents numbers within 1,000 with substantial teacher support.	Reads, writes, and represents numbers within 1,000 with some teacher support.	Reads, writes, and represents numbers within 1,000.	Fluently reads, writes, and represents numbers within 1,000.

Compares two three-digit numbers using >, <, and =. (2.NBT.4)

1	2	3	4
Compares two three digit numbers using >, <, = with substantial teacher support.	Compares two three digit numbers using >, <, = with some teacher support.	Compares two three digit numbers using >, <, =	Fluently Compares two three digit numbers using >, <, =

Fluently adds and subtracts within 100. (2.NBT.5,6)

1	2	3	4
Adds and subtracts within 100 using manipulatives.	Adds and subtracts within 100 using strategies.	Fluently adds and subtracts within 100.	Fluently adds and subtracts beyond 100.

Adds and subtracts 10 or 100 to a given number within 1,000. (2.NBT.7,8)

1	2	3	4
Adds and subtracts 10 or 100 to a given number within 1,000 using manipulatives with substantial teacher support.	Adds and subtracts 10 or 100 to a given number within 1,000 using strategies with some teacher support.	Adds and subtracts 10 or 100 to a given number within 1,000.	Fluently adds and subtracts 10 or 100 to a given number within 1,000.

Measurement and Data

Estimates, measures, and compares length using non-standard and standard units.

(2.MD.1,2,3,4,5,)

1	2	3	4
Rarely is able to accurately utilize units of measurement for length.	Selects and correctly uses appropriate tools for measurement of length with teacher support.	Measures, estimates, and compares length of objects using appropriate tools.	Measures, compares, and is able to convert different units of measurement.

Tells and writes time to the nearest five minutes. (2.MD.7)

1	2	3	4
Rarely is able to tell time to the nearest five minutes.	Able to tell time to the nearest five minutes with some teacher support.	Tells time to the nearest five minutes.	Consistently, independently, and automatically tells time to the nearest five minutes.

Solves word problems involving money. (2.MD.8)

1	2	3	4
Rarely is able to identify and know the value of a penny, nickel, dime, quarter, and dollar.	Able to identify and know the value of a penny, nickel, dime, quarter, and dollar in order to solve word problems with some teacher support.	Solves word problems involving money.	Solves multi-step word problems involving money.

Generates, represents, and interprets data in graphs and charts. (2.MD.9,10)

1	2	3	4
Interprets, generates, and represents data from a chart or graph with substantial teacher support.	Interprets, generates, and represents data from a chart or graph with some teacher support.	Interprets, generates, and represents data from a chart or graph.	Interprets, generates, and represents data from a chart or graph and uses the information in order to solve problems.

Geometry

Identifies, describes and draws shapes according to specified attributes. (2.G.1,2)

1	2	3	4
Identifies, draws and describes the attributes of 2D and 3D figures using manipulatives with substantial teacher support.	Identifies, draws and describes the attributes of 2D and 3D figures using manipulatives with some teacher support.	Identifies, draws and describes the attributes of 2D and 3D figures.	Independently compares the attributes of 2D and 3D figures.

Identifies halves, thirds, and fourths as equal shares of a whole. (2.G.3)

1	2	3	4
Identifies halves, thirds, and fourths as equal shares of a whole with substantial teacher support.	Identifies halves, thirds, and fourths as equal shares of a whole with some teacher support.	Identifies halves, thirds, and fourths as equal shares of a whole.	Creates and compares halves, thirds, and fourths as equal shares of a whole.