

Rubrics:

The rubrics for the report card outcomes on the following pages are in the same order as the outcomes are listed on the report cards.

Please Note:

At a meeting held on February 23rd, 2005, the Division’s Assessment & Evaluation Steering Committee made the following recommendation:

Combinations of numbers should not be used on the report cards (e.g. 1/2 - Meeting Outcomes/Developing Skills). Teachers should be able to use the rubrics to decide if a student is a 1, a 2, or a 3.

The references to the curriculum outcomes refer to the outcome numbers and page numbers found in the Foundation for Implementation documents.

Grade 2 Reading Rubric

This rubric was developed to use each term **with Grade level material** (Term 1 - Level J, Term 2 - Level K, Term 3 - Level M). The aim is to help with report card assessing.

In data gathering, one would use material appropriate to the child, while testing the skills. A note would be made as to the level of material.

Curriculum Outcomes – Reference Numbers	Outcome	Is Meeting Gr. 2 Outcomes 1	Developing Skills & Strategies 2	Is Not Meeting Gr. 2 Outcomes 3
To determine reading level of the student	Reads independently	Reads independently to Level M (Term 1: Level J Term 2: Level K Term 3: Level M)	Reads independently to Level K-L	Reads independently to Level J or lower
<p>Note: This outcome has changed but not the rubric as of Sept. 2007. Use this rubric as a guideline but use your professional judgment.</p>				
2.1.4 – (Specifically p. 83)	Reads aloud fluently, with expression and attends to punctuation.	<ul style="list-style-type: none"> • fluent, phrased reading with • some expression, and * attends to punctuation 	<ul style="list-style-type: none"> • some phrased reading, but not fluent; • expression is inconsistent (e.g. “Wow”), and * some attention to punctuation 	<ul style="list-style-type: none"> • word-by-word, long pauses • no expression * rarely attends to punctuation

2.1.4; p. 78 2.3.3; p. 118 2.3.4; p. 126	Displays knowledge of phonics when reading unfamiliar words.	Independently demonstrates a knowledge of phonics when reading unfamiliar words.	Needs some assistance to apply phonics skills when decoding unfamiliar words.	Even with assistance is unable to apply phonics skills to decode unfamiliar words.
2.1.1; p. 58 2.1.2; pp. 66 – 70	Self corrects for meaning	* self-corrects for meaning	* some evidence of self-correction for meaning	* rarely self-corrects
2.1.2; pp. 66 – 70 2.1.3; pp. 72 – 76 2.2.2; p. 94 2.3.2; pp. 110–116	Identifies main idea of story	Independently identifies main idea of the story	Needs some assistance to identify the main idea of a story	Even with assistance cannot identify the main idea of a story
2.2.3; P. 100 2.3.2; pp. 110 – 116	Identifies main characters	Independently identifies the main character(s)	Needs some assistance to identify the main character(s)	Even with assistance cannot identify the main character(s)
2.3.2; pp. 110–116	Identifies the beginning, middle, and end of a story in the correct sequence Note: This outcome is the combination of: “Retells story events in sequential order” and “Identifies beginning, middle, end.”	Independently recalls the beginning, middle, and end of a story in the correct sequence.	Needs some assistance to recall the beginning, middle, and end of a story in the correct sequence.	Needs on-going assistance to recall the beginning, middle, and end of a story.
3.1.4; pp. 164–166	Reads and follows written directions	Independently is able to read and follow written directions.	Needs some assistance to read and follow written directions.	Needs on-going assistance to read and follow written directions.
1.1.4; p. 22 2.1.1; p. 58 2.1.3; pp. 72-76 2.2.1; p. 88 3.2.2; pp. 172–178 3.2.3; p. 180 3.2.4; p. 188 3.2.5; pp. 194-200 3.3.2; p. 210 3.3.3; p. 218	Gathers information using various resources and text features	Independently and consistently gathers information using various resources and text features.	Needs some assistance to gather information using various resources and text features.	Needs on-going assistance to gather information using various resources and text features.

Notes:

Writing Rubrics

Curriculum Outcomes – Reference Numbers	Outcome	Is Meeting Gr. 2 Outcomes 1	Developing Skills & Strategies 2	Is Not Meeting Gr. 2 Outcomes 3
4.2.3; pp. 266–269	Legibility Daily work is printed legibly.	* consistently uses proper letter size & formation	* demonstrates knowledge of, and uses, but not consistently proper letter size & formation	* rarely uses proper letter size & formation (e.g. reversals, mixed upper & lower case)
4.2.3; pp. 266 – 269 (*p. 267 – See observation checklist) 4.2.5; p. 274	Organization Organizes the layout of written work (e.g. left to right writing, top to bottom, using margins).	* consistently & independently uses proper spatial page orientation (how to place material on the page)	* does not consistently use proper spatial page orientation	* seldom uses accepted conventions for left to right, top to bottom orientation
4.3.2; pp. 284 – 291	Spelling Correctly spells grade appropriate words.	* consistently spells Gr. 2 words correctly * phonics skills evident when spelling unfamiliar words	* uses Gr. 2 appropriate words, but correct spelling is inconsistent * some knowledge of phonics skills is evident when spelling unfamiliar words	* rarely uses and spells Gr. 2 words correctly * minimal use of phonics skills evident when spelling unfamiliar words
4.3.2; pp. 284 – 291 <i>Evaluation should be dependent upon classroom instruction.</i>	Displays knowledge of phonics when spelling unfamiliar words	Consistently displays knowledge of phonics when spelling unfamiliar words.	Shows some application of knowledge of phonics when spelling unfamiliar words.	Seldom displays an application of the phonetic rules taught.
4.3.3; pp. 292 – 294	Mechanics Uses capitalization, periods, and question marks.	* consistently & independently uses capitals, periods & question marks	* demonstrates knowledge of and uses, but not consistently uses capitals, periods, & question marks	* rarely uses capitals, periods, & question marks

<p>PLPSD D.I. Manual – Mind mapping 3.1.1; p. 142 3.1.2; p. 148 3.2.3; p. 180 3.3.1; p. 202 3.3.2; p. 210 3.3.3; p. 218 4.1.3; pp. 248 – 252 4.2.5; p. 274</p>	<p>Generates/ Organizes ideas before writing</p>	<p>Independently generates/organizes ideas before writing</p>	<p>Needs some assistance to generate/organize ideas before writing</p>	<p>Seldom generates/organizes ideas before writing</p>
<p>1.2.3; pp. 42-46 4.2.2; pp. 262-265 4.3.1; p. 278</p>	<p>Meaning Writes sentences that make sense.</p>	<p>* writes sentences that make sense</p>	<p>* uses complete & incomplete sentences</p>	<p>* writes incomplete sentences or phrases</p>
<p>2.3.1; p. 106 2.3.5; pp. 130-134 4.1.2; p. 240 4.2.4; pp. 270-272 p. 271 – “Focus on Assessment” 4.2.5; p. 274</p>	<p>Experiments when writing (e.g. experimenting with words, sentence structures/patterns, topics, genres).</p>	<p>Willingly tries all forms of written communication.</p>	<p>Tries some different forms of written communication.</p>	<p>Student does not experiment outside of his/her comfort zone (e.g. uses same sentence pattern “I like ...” or same topic “hockey”)</p>
<p>4.4.1; pp. 296-300</p>	<p>Maintains topic focus</p>	<p>* maintains topic focus</p>	<p>* at times not on topic</p>	<p>* no topic focus</p>
<p>4.1.3; pp. 248 – 252 4.2.4; pp. 270 – 272 4.3.1; p. 278</p>	<p>Writes with a beginning, middle, and end.</p>	<p>* writes stories with a beginning, middle, & end</p>	<p>* story has 2 of 3 components of beginning, middle, & end</p>	<p>* stories rarely have a beginning, middle, & end</p>
<p>3.3.4; p. 224 4.2.1; p. 254 4.2.2; pp. 262 – 265 4.2.5; p. 274</p>	<p>Revises the content of sentences (e.g. adding or deleting words, adding details)</p>	<p>Independently and consistently revises the content of sentences (e.g. adding or deleting words, adding details)</p>	<p>Needs some assistance to revise the content of sentences (e.g. adding or deleting words, adding details)</p>	<p>Needs 1:1 direction to revise the content of sentences (e.g. adding or deleting words, adding details)</p>

Speaking Rubrics

These outcomes are covered in General Outcome #1 of the *Foundation for Implementation* document (pp. 23 – 254). They are also covered in many of the other outcomes found throughout the curriculum.

Note: If a student receiving a “3” is not already involved in the school’s speech program, a referral for an assessment by the speech/language clinician needs to be made.

Curriculum Outcomes – Reference Numbers	Outcome	Is Meeting Gr. 2 Outcomes 1	Developing Skills & Strategies 2	Is Not Meeting Gr. 2 Outcomes 3
2.2.3; p. 100 4.1.2; p. 240 4.2.1; p. 254 4.4.1; p. 296 4.4.2; p. 302 5.1.3; p. 332 5.2.3; p. 252 5.2.4; p. 358	Uses oral language to express feelings and ideas.	Effectively expresses feelings and ideas using language appropriate to the situation.	Needs some assistance to clearly express feelings and ideas using language appropriate to the situation. (e.g. Asking the student, “Do you mean ...?”)	Does not effectively express feelings and ideas using language appropriate to the situation.
4.4.2; p. 302	Speaks clearly and fluently.	Consistently uses appropriate volume, phrasing, intonation, and articulation.	Inconsistently uses appropriate volume, phrasing, intonation, or articulation.	Does not use appropriate volume, phrasing, intonation, or articulation.
2.2.2; p. 94 3.1.3; p. 158 4.2.1; p. 254 5.1.2; p. 324 5.2.3; p. 352 5.2.4; p. 358	Participates in discussions.	Regularly takes an active, appropriate role in discussions.	Inconsistently participates in discussions.	Needs specific prompts to participate in discussions.
3.1.3; p. 158 4.4.1; p. 296 5.1.2; p. 324	Stays on topic.	Consistently stays on topic.	Inconsistently stays on topic.	Seldom stays on topic.

Generic Speaking Outcomes:

3.2.1; p. 168
5.1.1; p. 318
5.2.2; p. 348

4.1.1; p. 234
5.1.4; p. 336

4.1.3; p. 248
5.2.1; p. 342

Numeracy Rubrics:

<i>Curriculum Outcomes - References</i>	<i>Outcome</i>	<i>Is Meeting Grade 2 Outcomes 1</i>	<i>Developing Skills and Strategies 2</i>	<i>Is Not Meeting Grade 2 Outcomes 3</i>
Number Sense:				
	Proper number formation and size	Consistently uses proper number size and formation	Demonstrates knowledge of, and uses, but not consistently, proper number size and formation	Rarely uses proper number size and formation (e.g. reversals $9 = P$; orientation $18 = 81$)
Notes: 1. Counting by 1s is a skill that needs to be activated for this and the other counting outcomes.	Counts forwards from 0 to 100 by 2s, 5s, 10s using starting points that are multiples of 2, 5, and 10 respectively.	Student independently, consistently and with confidence says and writes the number sequence from 0 to 100 using different starting points	Student needs some assistance and/or has some errors in accomplishing the oral or written task.	Student needs on-going assistance in order to complete the task.
2. Money, using pennies, nickels, dimes, and quarters, should be taught and used as one of the indicators of achievement in the number strand. There is no specific money outcome.	Counts backwards from 100 to 0 by 2s, 5s, 10s using starting points that are multiples of 2, 5, and 10 respectively.	Student independently, consistently and with confidence says and writes the number sequence from 100 to 0 using different starting points	Student needs some assistance and/or has some errors in accomplishing the oral or written task.	Student needs on-going assistance in order to complete the task.
	Counts forwards by 10s using starting points from 1 to 9.	Student independently, consistently and with confidence says and writes the number sequence from 0 to 100 using starting points from 1 to 9	Student needs some assistance and/or has some errors in accomplishing the oral or written task.	Student needs on-going assistance in order to complete the task.

	Counts forwards by 2s using odd numbers only	Student independently, consistently and with confidence says and writes the number sequence from 1 to 99 using odd numbers only	Student needs some assistance and/or has some errors in accomplishing the oral or written task.	Student needs on-going assistance in order to complete the task.
	Demonstrates if a number up to 100 is even or odd	Student independently and consistently demonstrates if a number is odd or even by using manipulatives, pictures, or numbers.	Student needs some assistance and or has some errors when demonstrating if a number is odd or even by using manipulatives, pictures, or numbers	Student needs on-going assistance in order to demonstrate if a number is odd or even by using manipulatives, pictures, or numbers
	Uses ordinal numbers to 10th	Student independently and consistently uses ordinal numbers to 10th	Student needs some assistance and or has some errors in accomplishing the task	Student needs on-going assistance in order to complete the task
	Represents, describes and reads numbers and number words from 0 to 100 in a variety of ways.	Student independently and consistently reads, represents, describes and matches number words and numerals to 100	Student needs some assistance and or has some errors in accomplishing the task	Student needs on-going assistance in order to complete the task
	Writes number words from 0 to 20.	Student can consistently and accurately, with correct spelling, record a given number as a word from 0 to 20.	Student has some errors in accomplishing the task	Student needs assistance, has many errors, and/or is unable to complete the task

	Estimates, compares, and orders numbers to 100	Student can do all of the following independently and consistently: <ul style="list-style-type: none"> - Makes a reasonable estimate using benchmarks - Compares numbers accurately using the words <i>more, less, equal (same), not equal</i> - Orders numbers in ascending or descending order 	Students can do the following with some assistance: <ul style="list-style-type: none"> - Uses the benchmarks to make reasonable estimates - Compares numbers using the words <i>more, less, equal (same), not equal</i> - Orders numbers in ascending or descending order 	<ul style="list-style-type: none"> - Even with assistance and benchmarks is unable to make reasonable estimates - Is unable to compare numbers using the words <i>more, less, equal (same), not equal</i> - Is unable to order numbers in ascending or descending order
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	<p>Shows with pictures and objects place value to 100.</p>	<p>Students independently recognize when to group by tens: Student recognizes a group of 10 objects as one ten rather than 10 singles and a group of 100 as one 100 rather than 100 singles or 10 groups of 10 Student independently identifies and demonstrates using manipulatives or diagrams, the number of tens and singles in numerals for numbers less than 100. Student associates the appropriate numeral with its concrete, pictorial or symbolic representation. Student describes a given two digit numeral in at least two ways.</p>	<p>Students independently recognize when to group by tens: Student recognizes a group of 10 objects as one ten rather than 10 singles.</p> <p>Student identifies, with assistance, and demonstrates using manipulatives or diagrams, the number of tens and singles in numerals for numbers less than 100. Student associates the appropriate numeral with its concrete or pictorial representation</p> <p>Student needs assistance to describe a given two digit numeral in at least two ways</p>	<p>Student recognizes, with assistance:</p> <p>When to group by tens</p> <p>Student, with assistance, demonstrates using manipulatives or diagrams, the number of tens and singles in numerals for numbers less than 100</p> <p>Student associates the appropriate numeral with its concrete representation only</p> <p>Even with assistance the student is unable to describe a given two digit numeral in at least two ways.</p>
<p>Note: This is a separate outcome because students need to understand the property of zero.</p>	<p>Demonstrates adding and subtracting 0 from any number</p>	<p>Student independently and consistently adds 0 to, and subtracts 0 from, any number and can explain the effect.</p>	<p>Student needs some assistance and/ or has some errors in adding 0 to or subtracting 0 from any number, and in explaining the effect.</p>	<p>Even with assistance the student is unable to add 0 to, and subtract 0 from, any number or explain the effect.</p>

<p>Note: Regrouping as historically taught as part of the standard algorithm may be one of the strategies taught to students.</p>	<p>Demonstrates an understanding of addition to 100 using 1 & 2 digit numbers in a variety of ways.</p>	<p>Student independently and consistently adds 1 and 2 digit numbers with sums up to 100 :</p> <ul style="list-style-type: none"> - Using appropriate strategies with and without manipulatives - Using concrete, pictorial and symbolic representations - Creating and solving 2 digit addition problems - Explaining that the order in which numbers are added does not affect the sum 	<p>Student needs some assistance or has some errors in adding 1 and 2 digit numbers with sums up to 100:</p> <ul style="list-style-type: none"> - Using appropriate strategies with and without manipulatives - Using concrete, pictorial and symbolic representations - Creating and solving 2 digit addition problems - Explaining that the order in which numbers are added does not affect the sum 	<p>Even with assistance the student is unable to add 1 and 2 digit numbers with sums up to 100:</p> <ul style="list-style-type: none"> - Using appropriate strategies with and without manipulatives - Using concrete, pictorial and symbolic representations - Creating and solving 2 digit addition problems - Explaining that the order in which numbers are added does not affect the sum
<p>Note: Regrouping (borrowing) as historically taught as part of the standard algorithm may be one of the strategies taught to students.</p>	<p>Demonstrates an understanding of subtraction to 100 using 1 & 2 digit numbers in a variety of ways.</p>	<p>Student independently and consistently subtracts 1 and 2 digit numbers with differences up to 100 :</p> <ul style="list-style-type: none"> - Uses appropriate strategies with and without manipulatives - Uses concrete, pictorial and symbolic representations - Creates and solves 2 digit subtraction problems - Explains that the order in which numbers are subtracted does affect the difference 	<p>Student needs some assistance or has some errors in subtracting 1 and 2 digit numbers with differences up to 100:</p> <ul style="list-style-type: none"> - Using appropriate strategies with and without manipulatives - Using concrete, pictorial and symbolic representations - Creating and solving 2 digit subtraction problems - Explaining that the order in which numbers are subtracted does affect the difference 	<p>Even with assistance the student is unable to subtract 1 and 2 digit numbers with differences up to 100:</p> <ul style="list-style-type: none"> - Using appropriate strategies with and without manipulatives - Using concrete, pictorial and symbolic representations - Creating and solving 2 digit subtraction problems - Explaining that the order in which numbers are subtracted does affect the difference

	Applies mental math strategies for addition facts to 20.	Student can independently and consistently use a variety of mental math strategies (using doubles, making 10, using the commutative property, using the property of 0) to solve addition facts to 20 and can recall facts to 10.	Student uses some mental math strategies along with manipulatives to solve addition facts to 20 and can recall some facts to 10.	Student needs to use manipulatives to solve addition facts to 20 and is unable to recall facts to 10.
	Applies mental math strategies for subtraction facts to 20.	Student can independently and consistently use a variety of mental math strategies (using doubles, making 10, using the commutative property, using the property of 0) to solve subtraction facts to 20 and can recall facts to 10.	Student uses some mental math strategies along with manipulatives to solve subtraction facts to 20 and can recall some facts to 10.	Student needs to use manipulatives to solve subtraction facts to 20 and is unable to recall facts to 10.
Patterns and Relations:				
	Describes, continues, compares and creates repeating patterns.	Student independently and consistently is able to describe, continue, compare, and create repeating patterns of 3-5 elements using objects, pictures, sounds and actions.	Student needs some assistance to describe, continue, compare, and create repeating patterns of 3-5 elements using objects, pictures, sounds and actions.	Student is unable to describe, continue, compare, and create repeating patterns of 3-5 elements using objects, pictures, sounds and actions even with on-going assistance.
	Describes, reproduces, continues and creates increasing patterns.	Student independently and consistently is able to describe, reproduce, continue, and create increasing patterns using objects, pictures, sounds, actions, and numbers.	Student needs some assistance to describe, reproduce, continue, and create increasing patterns using objects, pictures, sounds, actions, and numbers.	Student is unable to describe, reproduce, continue, and create increasing patterns using objects, pictures, sounds, actions, and numbers even with on-going assistance.

	Demonstrates an understanding of equal and not equal (=, ≠) from 0 to 100 using objects and pictures.	Student independently and consistently demonstrates the concepts of equal and not equal and uses the symbols = and ≠.	Student needs some assistance and or has some errors in demonstrating the concepts of equal and not equal and in using the symbols = and ≠.	Student needs on-going assistance in order to demonstrate the concepts of equal and not equal and in using the symbols = and ≠.
Shape and Space:				
	Relates the number of days to a week, months to a year.	Student knows the number of days to a week and months to a year and is able to use this information to solve problems.	The student may need some assistance to relate the number of days to a week and months to a year and/or may need some assistance to use this information to solve problems.	Even with assistance the student is unable to relate the number of days to a week and months to a year and is unable to use this information to solve problems.
	Chooses and accurately uses appropriate non-standard units for length, height, distance around and weight	Student explains why their choice of a non-standard unit is appropriate and is able to use it accurately.	Student may need assistance to choose an appropriate non-standard unit of measurement and/or explain why it is appropriate; and may need assistance to use it accurately.	Even with assistance the student is unable to choose an appropriate non-standard unit of measurement, explain why it is appropriate and is unable to use it accurately.
	Demonstrates knowledge of length, height, distance around, and weight.	Student independently and consistently can estimate, measure, record, compare, and order objects by length, height, distance around and weight using non-standard units.	Student needs some assistance to estimate, measure, record, compare, and order objects by length, height, distance around and weight using non-standard units.	Student needs on-going assistance to estimate, measure, record, compare, and order objects by length, height, distance around and weight using non-standard units.

	Demonstrates that repositioning an object does not change its measurements	Student can independently and consistently measure a given object, change its orientation, re-measure and explain the results. (e.g. object standing/lying down)	Student needs some assistance to demonstrate the outcome.	Student is unable to demonstrate the outcome even with assistance.
Note: Objects/solids – have the same meaning for the purposes of these outcomes.	Sorts 2D shapes and 3D objects and explains the sorting rule.	Student independently and consistently can sort 2D shapes and 3D objects and can explain the sorting rule using two attributes.	Student needs some assistance to demonstrate the outcome.	Student is unable to demonstrate the outcome even with assistance.
	Describes, compares, and builds 3D objects	Student independently and consistently can describe, compare and construct 3D objects.	Student needs some assistance to demonstrate the outcome.	Student is unable to demonstrate the outcome even with assistance.
	Describes, compares, and draws 2D shapes	Student independently and consistently can describe, compare and construct 2D shapes.	Student needs some assistance to demonstrate the outcome.	Student is unable to demonstrate the outcome even with assistance.
	Recognizes 2D shapes as parts of 3D objects.	Student independently and consistently can recognize 2D shapes as parts of 3D objects	Student needs some assistance to demonstrate the outcome.	Student is unable to demonstrate the outcome even with assistance.
Statistics and Probability:				
	Gathers and records data about self and others.	Student can independently and consistently formulate a question, collect, and organize data about self and others and can use the data to answer questions.	Student needs some assistance to formulate a question, collect, and organize data about self and others and to use the data to answer questions.	Student needs on-going assistance to formulate a question, collect, and organize data about self and others and to use the data to answer questions.

