



Grade 2 Math Rubric

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Operations and Algebraic Thinking

Trimesters	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Understands, represents, and solves addition word problems within 100 (2.OA.A.1) Unit 1, Unit 3, Unit 5			
1	shows limited progress or is unable to <ul style="list-style-type: none"> find the total of two quantities in any unknown situation within a given word problem (ex: $___ + 45 = 100$) 	<ul style="list-style-type: none"> uses a variety of strategies to find the total of two or more quantities up to 100 for any unknown situation within a given word problem (ex: $___ + 45 = 100$) shares strategies for solving addition story problems with any unknown situation 	<ul style="list-style-type: none"> uses a variety of strategies to find the total of two or more quantities up to 100 for any unknown situation within a given word problem (ex: $___ + 45 = 100$) shares strategies for solving addition story problems with any unknown situation
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> find the total of two quantities in any unknown situation within a given word problem (ex: $___ + 45 = 100$) 	<ul style="list-style-type: none"> uses a variety of strategies to find the total of two or more quantities up to 100 for any unknown situation within a given word problem (ex: $___ + 45 = 100$) shares strategies for solving addition story problems with any unknown situation solves two-step story problems 	<ul style="list-style-type: none"> uses a variety of strategies to find the total of two or more quantities up to 100 for any unknown situation within a given word problem (ex: $___ + 45 = 100$) shares strategies for solving addition story problems with any unknown situation solves two-step story problems
Understands, represents, and solves subtraction word problems within 100 (2.OA.A.1) Unit 1, Unit 3, Unit 5			
1	shows limited progress or is unable to <ul style="list-style-type: none"> find the difference within 100 in a given word problem or situation 	<ul style="list-style-type: none"> uses a variety of strategies to find the difference within 100 for any unknown situation involving taking from, taking apart, or comparing (ex: $___ - 45 = 100$) shares strategies for solving subtraction story problems 	<ul style="list-style-type: none"> uses a variety of strategies to find the difference within 100 for any unknown situation involving taking from, taking apart, and comparing (ex: $___ - 45 = 100$) shares strategies for solving subtraction story problems
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> find the difference within 100 in a given word problem or situation 	<ul style="list-style-type: none"> uses a variety of strategies to find the difference within 100 for any unknown situation involving taking from, taking apart or comparing (ex: $___ - 45 = 100$) shares strategies for solving subtraction story problems solves two-step story problems 	<ul style="list-style-type: none"> uses a variety of strategies to find the difference within 100 for any unknown situation involving taking from, taking apart and comparing (ex: $___ - 45 = 100$) shares strategies for solving subtraction story problems solves two-step story problems

Accurately and efficiently adds within 20 (2.OA.B.2) Unit 1, Unit 3, Unit 5			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> add accurately and efficiently up to 20 	<ul style="list-style-type: none"> uses visuals or manipulatives to add numbers up to 20 	<ul style="list-style-type: none"> uses strategies to accurately and efficiently add up to 20 (ex: counting on or using a fact you know)
Accurately and efficiently subtracts within 20 (2.OA.B.2) Unit 1, Unit 3, Unit 5			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> subtract accurately and efficiently within 20 	<ul style="list-style-type: none"> uses visuals or manipulatives to subtract numbers within 20 	<ul style="list-style-type: none"> uses strategies to accurately and efficiently subtract within 20 (ex: counting on, using a fact you know or decomposing a number)
Identifies and represents odd and even numbers (2.OA.C.3) Unit 7			
1			
2			
3	shows limited progress or is unable to <ul style="list-style-type: none"> determine if a number is odd or even 	<ul style="list-style-type: none"> determines if a number is odd or even by creating groups of two or two equal groups using manipulatives and/or tools 	<ul style="list-style-type: none"> determines and understands if a number is odd or even by creating groups of two or two equal groups
Demonstrates foundations of multiplication (2.OA.C.4) Unit 7			
1			
2			
3	shows limited progress or is unable to <ul style="list-style-type: none"> arrange cubes in rectangular arrays find the total number of objects in a rectangular array using repeated addition up to 5 rows and 5 columns 	<ul style="list-style-type: none"> arranges cubes or other manipulatives in rectangular arrays finds the total number of objects in a rectangular array using repeated addition up to 5 rows and 5 columns writes an equation that represents a rectangular array with up to 5 rows and 5 columns 	<ul style="list-style-type: none"> arranges cubes or other manipulatives in rectangular arrays finds the total number of objects in a rectangular array using repeated addition up to 5 rows and 5 columns writes an equation that represents a rectangular array with up to 5 rows and 5 columns

Numbers and Operations in Base Ten

Trimesters	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Understands place value (hundreds, tens, and ones) (2.NBT.A.1) Unit 3, Unit 5			
1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> represent a 3 digit number 	<ul style="list-style-type: none"> uses place value models to represent a 3 digit number as hundreds, tens and ones groups 10 tens to 100 bundles 100s to show multiples of 100 (ex: 200, 300, 400) 	<ul style="list-style-type: none"> uses place value models to represent a 3 digit number as hundreds, tens and ones groups 10 tens to 100 bundles 100s to show multiples of 100 (ex: 200, 300, 400)
Skip counts by 5s, 10s, and 100s within 1,000 starting from any number (2.NBT.A.2) Unit 7			
1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> skip count by 5 or 10 	<ul style="list-style-type: none"> skip counts and writes multiples of 5 and/or 10 within 1,000 	<ul style="list-style-type: none"> skip counts and writes multiples of 5 and 10 within 1,000 and notices patterns in the number sequence
Read and writes numbers to 1,000 (2.NBT.A.3) Unit 1, Unit 5			
1	shows limited progress or is unable to <ul style="list-style-type: none"> identify, read, or write numbers to 100 	<ul style="list-style-type: none"> identifies, reads, or writes numbers to 100 using base ten numerals or number names 	<ul style="list-style-type: none"> identifies, reads, and writes numbers to 100 using base ten numerals, number names, and expanded form
2	shows limited progress or is unable to <ul style="list-style-type: none"> identify, read, or write numbers to 500 	<ul style="list-style-type: none"> identifies, reads, or writes numbers to 500 using base ten numerals or number names 	<ul style="list-style-type: none"> identifies, reads, and writes numbers to 500 using base ten numerals, number names, and expanded form
3	shows limited progress or is unable to <ul style="list-style-type: none"> identify, read, or write numbers to 1,000 	<ul style="list-style-type: none"> identifies, reads, or writes numbers to 1,000 using base ten numerals or number names 	<ul style="list-style-type: none"> identifies, reads, and writes numbers to 1,000 using base ten numerals, number names and expanded form
Uses symbols to compare numbers using greater than, less than, or equal $>$, $<$, $=$ (2.NBT.A.4) Unit 3			

1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> compare two 3-digit numbers or quantities using grade level appropriate math vocabulary compare two 3-digit numbers or quantities with symbols to record the comparison ($>$, $<$, $=$) 	<ul style="list-style-type: none"> compares two 3-digit numbers or quantities using grade level appropriate math vocabulary compares two 3-digit numbers or quantities with symbols to record the comparison ($>$, $<$, $=$) 	<ul style="list-style-type: none"> compares two 3-digit numbers or quantities using grade level appropriate math vocabulary compares two 3-digit numbers or quantities with symbols to record the comparison ($>$, $<$, $=$)
Uses place value understanding to accurately, efficiently add within 100 (2.NBT.B.5) Unit 3, Unit 5			
1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> add coin amounts up to \$1.00 add within 100 add multiples of 5 and 10, up to 100 	<ul style="list-style-type: none"> adds coin amounts up to \$1.00 using given strategies adds within 100 using given strategies add multiples of 5 and 10, up to 100 using given strategies 	<ul style="list-style-type: none"> adds coin amounts up to \$1.00 using a variety of strategies adds within 100 using a variety of strategies add multiples of 5 and 10, up to 100 using a variety of strategies
Uses place value understanding to accurately, efficiently subtract within 100 (2.NBT.B.5) Unit 3, Unit 5			
1			
2	shows limited progress or is unable to <ul style="list-style-type: none"> subtract within 100 subtract within 100 using multiples of 5 or 10 find the difference between two 2-digit numbers 	<ul style="list-style-type: none"> subtracts within 100 using given strategies subtracts within 100 using multiples of 5 or 10 using given strategies finds the difference between two 2-digit numbers using given strategy 	<ul style="list-style-type: none"> subtracts within 100 using a variety of strategies subtracts within 100 using multiples of 5 or 10 using a variety of strategies finds the difference between two 2-digit numbers using a variety of strategies
3	shows limited progress or is unable to <ul style="list-style-type: none"> subtract coin amounts from \$1.00 subtract within 100 subtract within 100 using multiples of 5 or 10 	<ul style="list-style-type: none"> subtracts within 100 using given strategies subtracts within 100 using multiples of 5 or 10 using given strategies finds the difference between two 2-digit numbers using given strategies subtracts amounts from \$1.00 or 100, down to 0 	<ul style="list-style-type: none"> subtracts within 100 using a variety of strategies subtracts within 100 using multiples of 5 or 10 with a variety of strategies finds the difference between two 2-digit numbers using a variety of strategies subtracts amounts from \$1.00 or 100, down to 0
Adds three-digit numbers within 1,000 (2.NBT.B.7) Unit 7, Unit 8			
1			

2			
3	shows limited progress or is unable to <ul style="list-style-type: none"> add 3-digit numbers accurately 	<ul style="list-style-type: none"> adds 3-digit numbers accurately 	<ul style="list-style-type: none"> adds 3-digit numbers accurately using a variety of strategies (ex: add one number in parts or adjust to make an easier problem)
Subtracts three-digit numbers within 1,000 (2.NBT.B.7) Unit 7, Unit 8			
1			
2			
3	shows limited progress or is unable to <ul style="list-style-type: none"> subtract 3-digit numbers accurately 	<ul style="list-style-type: none"> subtracts 3-digit numbers accurately 	<ul style="list-style-type: none"> subtracts 3-digit numbers accurately using a variety of strategies (ex: keep one number whole and subtract the other in parts by place, regrouping)

Measurement and Data

Trimesters	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Measures, estimates, and compares lengths in standard units (2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4) Unit 6 Solves measurement problems using addition and subtraction (2.MD.B.5) Unit 6			
1			
2			
3	shows limited progress or is unable to <ul style="list-style-type: none"> use nonstandard or standard units to measure length accurately 	<ul style="list-style-type: none"> uses nonstandard or standard units to measure length accurately recognizes that different sized units yield different counts 	<ul style="list-style-type: none"> uses nonstandard and standard units to measure length accurately understands that different-sized units yield different counts (the smaller the unit, the

		<ul style="list-style-type: none"> • uses two standard measurements to describe length (ex: inches and feet) • uses addition and subtraction to solve word problems involving lengths that are given in the same units 	higher the count) <ul style="list-style-type: none"> • uses a variety of standard measurements to describe length (ex: inches, feet, yards, etc.) • uses addition and subtraction to solve word problems involving lengths that are given in the same units
Tells and writes time (digital/analog) to the nearest five minutes (2.MD.C.7) Unit 5			
1			
2			
3	shows limited progress or is unable to: <ul style="list-style-type: none"> • tell time to the nearest five minutes 	<ul style="list-style-type: none"> • names, notates or tells time to the nearest five minutes using analog or digital formats 	<ul style="list-style-type: none"> • names, notates and tells time to the nearest five minutes using analog and digital formats
Solves word problems involving money values (2.MD.C.8) Unit 3, Unit 5			
1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> • identify or recognize coins, the dollar bill and their values • solve story problems involving money 	<ul style="list-style-type: none"> • identifies or recognizes some coins or the dollar bill and their values • solves two step story problems about money and figures out how much more to make \$1.00 	<ul style="list-style-type: none"> • identifies and recognizes all coins, the dollar bill and their values • solves two step story problems about money and figures out how much more to make \$1.00
Organizes, represents, and interprets data (2.MD.D.10) Unit 4, Unit 6			
1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> • plan or represent a set of data on a picture graph, bar graph or line plot 	<ul style="list-style-type: none"> • makes a plan and represents a set of data sorted into categories on a picture graph, bar graph, or line plot • begins to understand how the sum of the responses in each category equals the total responses collected • makes predictions about data to be collected • collects and records data from a survey 	<ul style="list-style-type: none"> • makes a plan and represents a set of data sorted into up to four categories on a picture graph, bar graph, and line plot • uses equations to show how the sum of the responses in each category equals the total responses • makes predictions about data to be collected • collects and records data from a survey

Geometry

Trimesters	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Describes, identifies, and compares attributes of 2-dimensional and 3-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons and cubes) (2.G.A.1) Unit 2			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> describe, identify or sort 2-D or 3-D shapes 	<ul style="list-style-type: none"> describes or identifies 2-D or 3-D shapes identifies or sorts 2-D or 3-D shapes by defining attributes 	<ul style="list-style-type: none"> describes and identifies 2-D and 3-D shapes identifies and sorts 2-D and 3-D shapes by defining attributes
Understands and divides shapes into equal parts (2.G.A.3) Unit 2			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> form a rectangle with square tiles describe a rectangular array describe parts of a shape using fraction vocabulary 	<ul style="list-style-type: none"> arranges square tiles in rows and columns of equal length to form a rectangle describes a rectangular array of square tiles in terms of the number of rows, tiles in each row or the total number of tiles partitions shapes or describes the parts using fraction vocabulary (ex: halves, thirds, etc.) 	<ul style="list-style-type: none"> arranges square tiles in rows and columns of equal length to form a rectangle describes a rectangular array of square tiles in terms of the number of rows, tiles in each row and the total number of tiles partitions shapes and describes the parts using fraction vocabulary (ex: halves, thirds, etc.)