

# Little Ferry School District – Report Card Rubrics

## Grade 2 - ELA, Science, SS, Math

### Reading: Foundational Skills

Reads at grade level

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st</b>	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.	Student has achieved reading success at Level K or above.
<b>2nd</b>	Student has achieved reading success at Level I or below.	Student has achieved reading success at J.	Student has achieved reading success at Level K.	Student has achieved reading success at L or above.
<b>3rd</b>	Student has achieved reading success at Level J or below.	Student has achieved reading success at Level K.	Student has achieved reading success at Level L.	Student has achieved reading success at Level M or above.

## Uses various strategies to decode text

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	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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## Demonstrates stamina during independent reading

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st</b>	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 15 minutes.	Student sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.
<b>2nd</b>	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 20 minutes.	Student sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.
<b>3rd</b>	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 25 minutes.	Student sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.

## Reads with fluency (expression, accuracy, rate, phasing)

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>● Student does not demonstrate fluency when reading target high-frequency and decodable words.</li> <li>● Lack of fluent reading is evident during independent reading of texts.</li> <li>● Reading of texts is very choppy and slow.</li> <li>● Student does not attend to spaces between words to ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>● Student reads some target high-frequency and decodable words accurately.</li> <li>● Student may read words very quickly and inaccurately or very slowly and inaccurately.</li> <li>● Reading is somewhat fluent when independently reading texts.</li> <li>● Student read leveled texts either too slowly or too quickly.</li> <li>● Reading is choppy some of the time.</li> <li>● Student does not consistently attend to ending punctuation.</li> <li>● Student uses very little or no expression.</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently reads target high-frequency and decodable words accurately.</li> <li>● Student uses and recognizes word patterns when reading words fluently.</li> <li>● Student demonstrates fluent reading of on-level texts.</li> <li>● Student reads accurately.</li> <li>● Student pauses briefly between words.</li> <li>● Student attends to ending punctuation.</li> <li>● Student uses expression matched to meaning and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing.</li> <li>● Student demonstrates fluent reading of above-level texts when reading independently.</li> <li>● Student attends to internal and ending punctuation.</li> <li>● Reading is fluid and accurate.</li> <li>● Student uses phrasing to group words that go together.</li> <li>● Expression is matched to the mood, character's feelings, or actions in the text.</li> </ul>

# Reading: Literature and Informational Text

## Reads with comprehension

(retells stories, recounts key details, identifies main idea, identifies story elements)

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"><li>• Student rarely demonstrates literal understanding of stories and informational texts.</li><li>• Retellings are simple, demonstrate little understanding of the text.</li></ul>	<ul style="list-style-type: none"><li>• Student sometimes demonstrates some literal understanding of stories and informational texts.</li><li>• Retellings demonstrate a partial understanding of the text.</li></ul>	<ul style="list-style-type: none"><li>• Student demonstrates some understanding of stories and informational texts.</li><li>• Retellings demonstrate an understanding of the text.</li></ul>	<ul style="list-style-type: none"><li>• Student consistently demonstrates a strong literal understanding of stories and informational texts.</li><li>• Retellings demonstrate a thorough literal understanding of the text.</li></ul>

# Writing and Language

Generates ideas in an organized manner  
(beginning, middle, end)

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>● Most of the student's ideas are not relevant to the topic.</li> <li>● There is a beginning with one or two unrelated details.</li> <li>● Students use few basic text features.</li> <li>● Student uses many sentence fragments or run-ons.</li> </ul>	<ul style="list-style-type: none"> <li>● Student's writing is partially organized with some ideas relevant to the topic.</li> <li>● There is a beginning and end with few details.</li> <li>● Student uses some simple text features.</li> <li>● Some sentences are incomplete or run-on.</li> </ul>	<ul style="list-style-type: none"> <li>● Student's writing is organized; most ideas are relevant to the topic.</li> <li>● There is a clear beginning, middle, and end with related details in each part.</li> <li>● Student uses target text features (title, pictures, captions, author, page numbers).</li> <li>● Student write complete sentences.</li> <li>● Student produces complete declarative, interrogative, imperative, and exclamatory sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Student's writing is organized with ideas that are relevant to and support the topic and purpose.</li> <li>● There is a well-developed beginning, middle, and end with many relevant details.</li> <li>● Student uses above-level text features.</li> <li>● Student writes different kinds of complete and complex sentences (declarative, interrogative, imperative, and exclamatory).</li> </ul>

## Demonstrates stamina during independent writing time

Trimester	1	2	3	4
<b>1st</b>	Student is unable or rarely able to write independently for 10 minutes.	Student is approaching writing stamina of 15 minutes.	Student consistently writes independently for 15 minutes.	Student consistently writes independently for more than 15 minutes.
<b>2nd</b>	Student is unable or rarely able to write independently for 15 minutes.	Student is approaching writing stamina of 20 minutes.	Student consistently writes independently for 20 minutes.	Student consistently writes independently for more than 20 minutes.
<b>3rd</b>	Student is approaching independent writing stamina of 20 minutes.	Student is approaching writing independently for 25 minutes.	Student consistently writes independently for more than 25 minutes.	Student consistently writes independently for more than 25 minutes.

## Uses capitalization and punctuation appropriately

Trimester	1	2	3	4
<b>1st</b>	<p>Student rarely applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> <li>● Proper names, months when writing dates, holidays, words in a title, "I"</li> <li>● Question marks, periods, exclamation points.</li> <li>● Commas to separate day from year in dates.</li> </ul>	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> <li>● Proper names, months when writing dates, holidays, words in a title, "I"</li> <li>● Question marks, periods, exclamation points.</li> <li>● Commas to separate day from year in dates.</li> </ul>	<p>Student applies grade-level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> <li>● Proper names, months when writing dates, holidays, words in a title, "I"</li> <li>● Question marks, periods, exclamation points.</li> <li>● Commas to separate day from year in dates.</li> </ul>	<p>Student consistently applies above-grade-level mechanics of capitalization and punctuation.</p>
<b>2nd</b>	<p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>● Commas when listing.</li> </ul>	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>● Commas when listing.</li> </ul>	<p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1<sup>st</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>● Commas when listing.</li> </ul>	<p>Student consistently applies above-grade-level mechanics of capitalization and punctuation.</p>
<b>3rd</b>	<p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1<sup>st</sup> and 2<sup>nd</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>● Apostrophe in contractions.</li> </ul>	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1<sup>st</sup> and 2<sup>nd</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>● Apostrophe in contractions.</li> </ul>	<p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1<sup>st</sup> and 2<sup>nd</sup> Trimester, plus:</p> <ul style="list-style-type: none"> <li>● Apostrophe in contractions.</li> </ul>	<p>Student consistently applies above-grade-level mechanics of capitalization and punctuation.</p>

# Applies rules of grammar and usage

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

## Learns and applies spelling patterns

Trimester	1	2	3	4
<b>All</b>	Student does not use or edit spelling of grade-level decodable and high frequency words.	Student 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 decodable and high frequency words.

## Applies revision and editing strategies

Trimester	1	2	3	4
<b>All</b>	<ul style="list-style-type: none"> <li>● Student does not read or revise his/her own writing.</li> <li>● Student does not reread his/her writing to edit for capitalization, punctuation, and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>● Student sometimes rereads and revises some of his/her own writing with teacher or partner.</li> <li>● Student adds or deletes a few words.</li> <li>● Student sometimes rereads his/her writing to teacher or parent.</li> <li>● Student sometimes attempts to edit for capitalization and punctuation with a partner or teacher to check and correct spelling.</li> </ul>	<ul style="list-style-type: none"> <li>● Student rereads his/her own writing to self, teacher, and writing partner.</li> <li>● Student revises to make writing look and sound better by adding, deleting, and changing some words and details.</li> <li>● Student rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation.</li> <li>● Student attempts to edit independently by</li> </ul>	<ul style="list-style-type: none"> <li>● Student consistently rereads and revises his/her own writing independently and with partners.</li> <li>● Student revises to make writing look and sound better by adding, deleting, rearranging, and moving words and sentences.</li> <li>● Student consistently rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation.</li> </ul>

			consulting reference materials to check and correct spelling.	<ul style="list-style-type: none"> <li>• Student consistently attempts to edit independently by consulting reference materials to check and correct spelling.</li> </ul>
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Applies handwriting skills to write legibly

Trimester	1	2	3	4
<b>All</b>	Student does not form letters and numbers correctly.	Student rarely forms letters and numbers correctly.	Student forms letters and numbers correctly.	Student consistently forms letters and numbers correctly.

# Speaking and Listening

## Demonstrates listening skills for information and understanding

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

## Expresses ideas clearly and effectively

Trimester	1	2	3	4
<b>All</b>	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"> <li>● Student consistently uses and extends grade-appropriate academic vocabulary</li> <li>● Student consistently uses grade-appropriate conventions of standard English grammar and usage.</li> <li>● Student consistently makes effective choices about language and sentence structure for meaning and style.</li> </ul>

## Participates in group discussions actively and appropriately

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

# Math

## Understands and Applies Mathematical Concepts

Trimester	1	2	3
1 <sup>st</sup>	Student scores an average of 74% or below on all grade level Math Topic Tests, Assessments and Classwork.	Student scores an average of 75% - 84% on all grade level Math Topic Tests, Assessments and Classwork.	Student scores an average of 85% - 100% on all grade level Math Topic Tests, Assessments and Classwork.
2 <sup>nd</sup>	Student scores an average of 74% or below on all grade level Math Topic Tests, Assessments and Classwork.	Student scores an average of 75% - 84% on all grade level Math Topic Tests, Assessments and Classwork.	Student scores an average of 85% - 100% on all grade level Math Topic Tests, Assessments and Classwork.
3 <sup>rd</sup>	Student scores an average of 74% or below on all grade level Math Topic Tests, Assessments and Classwork.	Student scores an average of 75% - 84% on all grade level Math Topic Tests, Assessments and Classwork.	Student scores an average of 85% - 100% on all grade level Math Topic Tests, Assessments and Classwork.

## Clearly expresses mathematical thinking in written and oral form

Trimester				
1st-3rd	Student is unable or rarely able to communicate or write mathematical thinking using accurate vocabulary.	Student sometimes, but not consistently, communicates or writes mathematical thinking using accurate vocabulary.	Student often communicates mathematical thinking both written and orally using accurate vocabulary.	Student communicates all mathematical thinking precisely and with accurate vocabulary. Student communicates logical arguments clearly in in oral, written, and/or graphic form to show why a result makes sense.

## Uses a variety of strategies to solve word problems

Trimester	1	2	3	4
<b>1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>● Student is unable or rarely able to use a bar model (part-part-whole) to solve one step problems.</li> <li>● Student is unable or rarely able to write number sentences.</li> <li>● Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>● Student is sometimes able to use a bar model (part-part-whole) to solve one step problems.</li> <li>● Student is sometimes able to write number sentences.</li> <li>● Student is sometimes able to use manipulatives, pictures, or number sentences to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is able to use a bar model (part-part-whole) to solve two-step problems.</li> <li>● Student is able to write number sentences.</li> <li>● Student is able to use manipulatives, pictures, or number sentences to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is consistently able to use a bar model (part-part-whole) to solve two-step problems.</li> <li>● Student is consistently able to write number sentences.</li> <li>● Student is consistently able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student consistently writes simple and complex number sentences.</li> <li>● Student consistently solves complex story problems independently through a variety of strategies.</li> </ul>

Trimester	1	2	3	4
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>● Student is unable or rarely able to use a bar model (part-part-whole) to solve one step problems.</li> <li>● Student is unable or rarely able to write number sentences.</li> <li>● Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student is unable or rarely able to solve word problems involving length in the same unit.</li> <li>● Student is unable or rarely able to solve word problems involving money using the symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is sometimes able to use a bar model (part-part-whole) to solve one step problems.</li> <li>● Student is sometimes able to write number sentences.</li> <li>● Student is sometimes able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student is sometimes able to solve word problems involving length in the same unit.</li> <li>● Student is sometimes able to solve word problems involving money using the symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is able to use a bar model (part-part-whole) to solve twostep problems.</li> <li>● Student is able to write number sentences.</li> <li>● Student is able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student is able to solve word problems involving length in the same unit.</li> <li>● Student is able to solve word problems involving money using the symbols appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is consistently able to use a bar model (part-part-whole) to solve two-step problems.</li> <li>● Student is consistently able to write number sentences. • Student is consistently able to use manipulatives, pictures, or number sentences to solve problems.</li> <li>● Student consistently writes simple and complex number sentences.</li> <li>● Student consistently solves complex story problems independently through a variety of strategies.</li> <li>● Student is consistently able to solve word problems involving length in the same unit.</li> <li>● Student is consistently able to solve word problems involving money using the symbols appropriately.</li> </ul>

Trimester	1	2	3	4
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>● Student is unable or rarely able to use a bar model (part-part-whole) to solve one step problems involving multiplication and division.</li> <li>● Student is unable or rarely able to write number sentences involving multiplication and division.</li> <li>● Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>● Student is unable or rarely able to solve problems analyzing data from a picture graph.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is sometimes able to use a bar model (part-part-whole) to solve one step problems involving multiplication and division.</li> <li>● Student is sometimes able to write number sentences involving multiplication and division.</li> <li>● Student is sometimes able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>● Student is sometimes able to solve problems analyzing data from a picture graph.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is able to use a bar model (part-part-whole) to solve two-step problems involving multiplication and division.</li> <li>● Student is able to write number sentences involving multiplication and division.</li> <li>● Student is able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>● Student is able to solve problems analyzing data from a picture graph.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is consistently able to use a bar model (part-part-whole) to solve two-step problems involving multiplication and division.</li> <li>● Student is consistently able to write number sentences involving multiplication and division.</li> <li>● Student is consistently able to use manipulatives, pictures, or number sentences to solve problems involving multiplication and division.</li> <li>● Student consistently writes simple and complex number sentences involving multiplication and division.</li> <li>● Student consistently solves complex multiplication and division story problems independently through a variety of strategies.</li> <li>● Student is consistently able to solve problems analyzing data from a picture graph.</li> </ul>

## Recalls grade level math fact expectations with fluency and accuracy

Trimester	1	2	3	4
<b>1<sup>st</sup></b>	Student is unable or rarely able to add within sums of 12.	Student can sometimes add within sums of 12.	Student can consistently add within sums of 12.	Student consistently is able to add within sums of 12.
<b>2<sup>nd</sup></b>	Student is unable or rarely able to subtract from 12.	Student can sometimes subtract from 12.	Student can consistently subtract from 12.	Student consistently is able to subtract from 12.
<b>3<sup>rd</sup></b>	Student is unable or rarely able to add within sums of 18. Student is unable or rarely able to subtract from 18.	Student can sometimes add within sums of 18. Student can sometimes subtract from 18.	Student can consistently add within sums of 18. Student can consistently subtract from 18.	Student consistently is able to add within sums of 18. Student consistently is able to subtract from 18.

## Social Studies

Participates in discussions and classroom activities

Trimester	1	2	3	4
All	Student rarely applies knowledge to classroom discussion and activities.	Student is beginning to apply knowledge to classroom discussion and activities.	Student applies knowledge to classroom discussion and activities.	Student consistently and independently applies knowledge to classroom discussion and activities.

# Science

Participates effectively in class discussions and activities

Trimester	1	2	3	4
All	Student rarely applies knowledge to classroom discussion and activities.	Student is beginning to apply knowledge to classroom discussion and activities.	Student applies knowledge to classroom discussion and activities.	Student consistently and independently applies knowledge to classroom discussion and activities.