

Grading Benchmarks - SECOND GRADE

READING

1. Reads at Grade Level

MP	1	2	3	4
1st	Reads at a level 14 or below	Reads at a level 16	Reads at a level 18	Reads at a level 20 or above
2nd	Reads at a level 16 or below	Reads at a level 18	Reads at a level 20	Reads at a level 24 or above
3rd	Reads at a level 18 or below	Reads at a level 20	Reads at a level 24	Reads at a level 28 or above
4th	Reads at a level 20 or below	Reads at a level 24	Reads at a level 28	Reads at a level 30 or above

Reading level is indicated by the Developmental Reading Assessment

2. Uses self-monitoring strategies to decode.

Demonstrates use of problem-solving strategies when decoding words in INSTRUCTIONAL texts

MP	1	2	3	4
ALL	Student does not attempt to problem-solve unfamiliar words.	Student attempts to problem-solve unfamiliar words by using beginning sounds, affixes, word parts, syllables, illustrations, and context clues.	Student successfully problem-solves unfamiliar words by using beginning sounds, affixes, word parts, syllables, illustrations, and context clues.	Student independently initiates successful problem-solving of unfamiliar words by using beginning sounds, affixes, word parts, syllables, illustrations, and context clues.

3. Reads with comprehension: Literal

Demonstrates literal comprehension in INSTRUCTIONAL texts

MP	1	2	3	4
1st	Student is unable to ask and answer questions (characters, setting, problem/solution). Student inaccurately distinguishes between important and less important information.	Student attempts to ask and answer questions (characters, setting, problem/solution). Student attempts to distinguish between important and less important information.	Student asks and answers questions to identify story elements (characters, setting, problem/solution). Student distinguishes between important and less important information.	Student asks and answers questions to identify and evaluate story elements (characters, setting, problem/solution, plot events, and point of view). Student distinguishes between important and less important information and is able to select the most important.
2nd	Student is unable to identify story elements (characters, setting, problem/solution).	Student attempts to identify story elements (characters, setting, problem/solution).	Student identifies story elements (characters, setting, problem/solution).	Student identifies story elements (characters, setting, plot events, problem/solution and point of view) and how these elements affect the plot and the character's actions.

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3rd	<p>Student is unable to recognize literary devices, including personification, alliteration, pun, types of humor, and point of view.</p> <p>Student inaccurately uses text features (table of contents, boldface words, italics, dialogue, punctuation, and illustrations).</p> <p>Student is unable to use graphic organizers.</p> <p>Student is unable to write a summary.</p> <p>Student inaccurately makes predictions based on text features (table of contents, boldface words, italics, dialogue, punctuation, and illustrations).</p> <p>Student is unable to answer and construct literal questions.</p> <p>Student inaccurately reads and interprets non-fiction text features (maps, diagrams, charts, tables, graphs and timelines).</p> <p>Student is unable to differentiate between text features and text structures (time-order, description, problem-solution, comparison-contrast, and cause and effect).</p>	<p>Student recognizes literary devices, including personification, alliteration, pun, types of humor, and point of view.</p> <p>Student attempts to use text features (table of contents, boldface words, italics, dialogue, punctuation, and illustrations) to aid in comprehension.</p> <p>Student uses graphic organizers.</p> <p>Student attempts to write a summary using information from a graphic organizer.</p> <p>Student attempts to make predictions based on text features (table of contents, boldface words, italics, dialogue, punctuation, and illustrations).</p> <p>Student incompletely answers and constructs literal questions.</p> <p>Student reads and attempts to interpret non-fiction text features (maps, diagrams, charts, tables, graphs and timelines).</p> <p>Student attempts to differentiate between text features and text structures (time-order, description, problem-solution, comparison-contrast, and cause and effect).</p>	<p>Student recognizes literary devices, including personification, alliteration, pun, types of humor, and point of view.</p> <p>Student uses text features (table of contents, boldface words, italics, dialogue, punctuation, and illustrations) to enhance comprehension.</p> <p>Student uses graphic organizers to organize information.</p> <p>Student writes a summary using information from a graphic organizer.</p> <p>Student makes predictions based on text features (table of contents, boldface words, italics, dialogue, punctuation, and illustrations).</p> <p>Student is able to answer and construct literal questions.</p> <p>Student is able to read and interpret non-fiction text features (maps, diagrams, charts, tables, graphs and timelines).</p> <p>Student is able to differentiate between text features and text structures (time-order, description, problem-solution, comparison-contrast, and cause and effect).</p>	<p>Student recognizes, compares, and understands author's reasons for using particular literary devices, including personification, alliteration, pun, types of humor, and point of view.</p> <p>Student understands author's reasons for using particular text features (table of contents, boldface words, italics, dialogue, punctuation, and illustrations) to enhance comprehension.</p> <p>Student selects and uses graphic organizer of choice to organize information.</p> <p>Student writes a summary elaborating on the information from a graphic organizer.</p> <p>Student makes predictions that go beyond the text features (table of contents, boldface words, italics, dialogue, punctuation, and illustrations).</p> <p>Student is able to answer and construct literal questions that include personal connections.</p> <p>Student is able to read, interpret, and understand author's reasons for using particular non-fiction text features (maps, diagrams, charts, tables, graphs and timelines).</p> <p>Student is able to differentiate and compare text features and text structures (time-order, description, problem-solution, comparison-contrast, and cause and effect).</p>
4th	<p>Student is unable to support opinion with details from the text.</p> <p>Student is unable to identify character traits and describe characters using information from the text features (title, illustrations and text).</p> <p>Student is unable to distinguish between fact and opinion.</p>	<p>Student attempts to support opinion with details from the text.</p> <p>Student attempts to identify character traits and describe characters using information from the text features (title, illustrations and text).</p> <p>Student attempts to distinguish between fact and opinion.</p>	<p>Student is able to support opinion with details from the text.</p> <p>Student is able to identify character traits and describe characters using information from the text features (title, illustrations and text).</p> <p>Student can distinguish between fact and opinion.</p>	<p>Student is able to support opinion with details from the text, as well as details from their own life.</p> <p>Student is able to identify internal and external character traits and describe characters using information from the text features (title, illustrations and text).</p> <p>Student can distinguish between fact and opinion, and is able to generate their own opinion about the information.</p>

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4. Reads with comprehension: Inferential

Demonstrates inferential comprehension in INSTRUCTIONAL texts.

MP	1	2	3	4
1st	<p>Student is unable to make predictions using background knowledge and text features.</p> <p>Student does not monitor and revise predictions.</p>	<p>Student attempts to make predictions using background knowledge and text features.</p> <p>Student monitors and revises predictions with prompting using new information.</p>	<p>Student makes predictions using background knowledge and text features.</p> <p>Student monitors and revises predictions using new information.</p>	<p>Student makes meaningful predictions that go beyond the text using background knowledge and text features.</p> <p>Student monitors and revises predictions using new information, and is able to explain revisions.</p>
2nd	<p>Student is unable to use background knowledge and text clues to make connections between their own lives, other books, and the world.</p> <p>Student cannot determine the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</p> <p>Student cannot make inferences about characters' actions, emotions, and relationships with other characters using multiple text clues and prior knowledge.</p>	<p>Student attempts to use background knowledge to make connections between their own lives, other books, and/or the world.</p> <p>Student attempts to determine the meaning of new words and concepts using pictures, context clues, and background knowledge.</p> <p>Student makes inaccurate or incomplete inferences about characters and setting using text clues and illustrations.</p> <p>Student identifies basic relationships between characters.</p>	<p>Student uses background knowledge and text clues to make connections between their own lives, other books, and the world.</p> <p>Student determines the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</p> <p>Student makes inferences about characters' actions, emotions, and relationships with other characters using multiple text clues and prior knowledge.</p>	<p>Student uses background knowledge and text clues to make deeper connections between their own lives, other books, and the world.</p> <p>Student determines and analyzes the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</p> <p>Student makes inferences and evaluates characters' actions, emotions, and relationships with other characters using multiple text clues and prior knowledge.</p>
3rd	<p>Student is unable to distinguish between important ideas and details.</p>	<p>Student distinguishes between important ideas and details with prompting.</p>	<p>Student distinguishes between important ideas and details.</p>	<p>Student distinguishes between and analyzes the important ideas and details.</p>
4th	<p>Student is unable to identify important messages/theme in a story.</p> <p>Student cannot recognize examples of inferencing.</p> <p>Student is unable to determine author's chosen theme.</p> <p>Student are unable to reflect on the personal emotions elicited by the text.</p>	<p>Student identifies important messages/theme in a story with prompting.</p> <p>Student will recognize examples of inferencing and attempt to respond to inferential questions in a text.</p> <p>Student will determine author's chosen theme.</p> <p>Student will notice the personal emotions elicited by the text.</p>	<p>Student will identify important messages in a story.</p> <p>Student will recognize examples of inferencing and respond to inferential questions in a text.</p> <p>Student will determine how author's chosen theme connects to own life.</p> <p>Student will reflect on the personal emotions elicited by the text.</p>	<p>Student will identify important messages in a story.</p> <p>Student will recognize examples of inferencing and respond to inferential questions in a text.</p> <p>Student will determine author's chosen theme and distinguish between how it connects to own life.</p> <p>Student will reflect on the personal emotions elicited by the text in order to understand universal themes in literature.</p>

Grading Benchmarks - SECOND GRADE

5. Reads with fluency

Demonstrates accuracy, appropriate expression, and adequate rate in INSTRUCTIONAL texts

MP	1	2	3	4
1st-3rd	Reads with little expression; monotone Reads mostly word-by-word	Reads with some expression that conveys meaning Reads in short phrases most of the time; inappropriate pauses	Reads with expression, reflecting mood, pace, and tension at times Reads in longer phrases at times; heeds most punctuation	Reads with expression, reflecting mood, pace, and tension most of the time Reads in longer, meaningful phrases most of the time; heeds all punctuation
4th	Reads with little expression; monotone Reads mostly word-by-word	Reads with some expression that conveys meaning Reads in short phrases most of the time; inappropriate pauses	Reads with expression, emphasizing key phrases and words at times Reads longer phrases most of the time; heeds most punctuation	Consistently reads with expression, emphasizing key phrases and words Consistently reads in longer, meaningful phrases; heeds all punctuation

6. Demonstrates stamina

Demonstrates ability to remain focused and on task with both INSTRUCTIONAL and GRADE-LEVEL texts.

MP	1	2	3	4
1st	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for fifteen (15) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for fifteen (15) minutes.	Student demonstrates stamina during reading and writing workshop for fifteen (15) minutes.	Student demonstrates stamina during reading and writing workshop for greater than fifteen (15) minutes.
2nd	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for fifteen (15) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for fifteen (15) minutes.	Student demonstrates stamina during reading and writing workshop for fifteen (15) minutes.	Student demonstrates stamina during reading and writing workshop for greater than fifteen (15) minutes.
3rd	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for twenty (20) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for twenty (20) minutes.	Student demonstrates stamina during reading and writing workshop for twenty (20) minutes.	Student demonstrates stamina during reading and writing workshop for greater than twenty (20) minutes.
4th	Student is unable or rarely able to demonstrate stamina during reading and writing workshop for twenty-five (25) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for twenty-five (25) minutes.	Student demonstrates stamina during reading and writing workshop for twenty-five (25) minutes.	Student demonstrates stamina during reading and writing workshop for greater than twenty-five (25) minutes.

Grading Benchmarks - SECOND GRADE

WRITING

1. Generates, expresses, and supports ideas clearly

MP	1	2	3	4
1st - 2nd	Focus of the writing unclear No details evident or details do not support the topic Details lack organization	Writing has a single focus from beginning to end but may drift Few details are included and/or support the topic incompletely Details are organized with some transition	Writing has a single focus from beginning to end Details support the topic Details are clearly organized	Writing has a single focus and engages the reader from beginning to end Details support and elaborate on the topic Details are clearly organized with transitions
3rd - 4th	Focus of the writing unclear or drifts often May lack an opening Few details to support topic Details organized but lack transition May lack a closing	Writing has a single focus from beginning to end Opening is included Majority of details support the topic Details are organized with some transitions Lacks a clear closing	Writing has a single focus and engages the reader from beginning to end Opening grabs the reader's attention Details support and elaborate on the topic Details are clearly organized with transitions Clear closing is included	Writing has a single focus, appropriate to the genre or audience Opening grabs the reader's attention and establishes the focus of the piece Details support and elaborate on the topic, enhancing the reader's understanding. Details are organized, transitioning in a logical sequence Closing is purposeful

2. Uses a variety of words

MP	1	2	3	4
1st - 2nd	Incorrect usage of words (nouns, verbs, adjectives)	Lacks a variety of words (nouns, verbs, adjectives) May not use descriptive words	Incorporates a variety of words (nouns, verbs, and/or adjectives); words may be repetitive When appropriate, uses adjectives to describe words	Incorporates a variety of words (nouns, verbs, and adjectives) When appropriate, uses adjectives and adverbs to describe words
3rd - 4th	Lacks a variety of words (nouns, verbs, adjectives) May not use descriptive words	Incorporates a variety of words (nouns, verbs, and/or adjectives); words may be repetitive Uses adjectives to describe words	Incorporates a variety of words (nouns, verbs, and adjectives) When appropriate, uses adjectives and adverbs to describe words	Incorporates a variety of words When appropriate, uses descriptive words and phrases When appropriate, attempts to use figurative language (similes, metaphors, alliteration, onomatopoeia)

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3. Varies sentence type and length

MP	1	2	3	4
1st - 2nd	Uses phrases or incomplete sentences	Uses mostly simple sentences May lack dialogue (narrative writing) May not include linking words	Uses sentences with similar lengths and structures Attempts to use dialogue (narrative writing) Uses basic linking words	Uses a variety of sentence lengths and structures, including simple and compound Includes dialogue (narrative writing) Uses linking words
3rd - 4th	Uses mostly simple sentences; may be repetitive May lack dialogue (narrative writing) May not include linking words	Uses sentences with similar lengths and structures Attempts to use dialogue (narrative writing) Uses basic linking words	Uses a variety of sentence lengths and structures, including simple and compound Includes dialogue (narrative writing) Uses linking words	Uses a variety of sentence lengths and structures including simple and compound, with an attempt to use complex sentences Includes dialogue appropriately (narrative writing) Uses varied linking/transitional words and phrases

4. Uses conventions appropriately (mechanics and grammar)

MP	1	2	3	4
1st - 2nd	Does not use end punctuation Does not use commas when appropriate Does not follow capitalization rules	Use of end punctuation is inconsistent Attempts to use commas Capitalizes the first word in a sentence and I	Uses end punctuation consistently Uses commas in dates and to separate single words in a series Capitalizes the first word in a sentence, I, dates, and names of people	Uses end punctuation appropriately Uses commas in dates, to separate single words in a series, and in greetings and closings of letters Uses apostrophes to form contractions and frequently occurring possessives Capitalizes the first word in a sentence, I, dates, names of people, holidays, product names, and geographic names
3rd - 4th	Use of end punctuation is inconsistent Attempts to use commas Capitalizes the first word in a sentence and I	Uses end punctuation consistently Uses commas in dates and to separate single words in a series. Capitalizes the first word in a sentence, I, dates, and names of people	Uses end punctuation appropriately Uses commas in dates, to separate single words in a series, and in greetings and closings of letters Uses apostrophes to form contractions and frequently occurring possessives Capitalizes the first word in a sentence, I, dates, names of people, holidays, product names, and geographic names	Uses end punctuation appropriately for effect Uses commas and quotation marks in dialogue; uses commas in addresses Uses apostrophes to form and use possessives Capitalizes appropriate words in titles

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5. Uses spelling patterns correctly

MP	1	2	3	4
ALL	Numerous spelling errors that detract from meaning Does not spell high frequency/sight words correctly Does not attempt to spell untaught words	Pattern of spelling errors that begin to interfere with meaning Attempts to spell high frequency/sight words correctly Attempts to spell untaught words with lack of phonemic awareness	Applies spelling patterns; some errors do not interfere with meaning Spells most high frequency/sight words correctly Attempts to spell untaught words phonetically	Transfers spelling patterns; few errors do not interfere with meaning; attempts to use spelling patterns for complex words Spells all high frequency/sight words correctly Spells untaught words phonetically with minimal errors

6. Applies editing and revision strategies

MP	1	2	3	4
ALL	Does not show evidence of revision Does not show evidence of editing	Revises writing by adding and/or deleting words and details Attempts to edit for high-frequency words, end punctuation, and appropriate capitalization	Revises writing by adding, deleting, and changing words and details Edits for high-frequency words, end punctuation, and appropriate capitalization	Revises writing by adding, deleting, changing, rearranging, and moving words and sentences Edits for spelling, capitalization, and punctuation

7. Applies handwriting skills to write legibly.

MP	1	2	3	4
ALL	Student does not form letters and numerals correctly. Student does not space letters correctly or write with appropriate spacing between words.	Student rarely forms letters and numerals correctly. Student occasionally spaces letters correctly and writes with appropriate spacing between words.	Student forms letters and numerals correctly. Student spaces letters correctly and writes with appropriate spacing between words.	Student consistently forms all letters and numerals correctly. Student consistently writes with appropriate spacing of letters and between words.

Grading Benchmarks - SECOND GRADE

LISTENING AND SPEAKING

1. Engages in collaborative discussions

MP	1	2	3	4
ALL	Student follows agreed-upon rules for discussions, including listening to others and speaking one at a time about the topics and texts under discussion. Student continues a conversation through multiple exchanges.	Student follows agreed-upon rules for discussions, including listening to others with care and taking turns speaking about the topics and texts under discussion. Student builds on others' talk in conversations by responding to the comments of others.	Student follows agreed-upon rules for discussions including gaining the floor in respectful ways. Student builds on others' talk in conversations by linking their comments to the remarks of others.	Student comes to discussions prepared and draws on that preparation and other information known about the topic to explore ideas under discussion.

2. Expresses ideas clearly

MP	1	2	3	4
ALL	Student describes familiar people, places, things, and events and, with prompting and support, provides additional detail.	Student describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Student reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3. Demonstrates listening skills for comprehension

MP	1	2	3	4
ALL	Student confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Student asks and answers questions about what a speaker says in order to seek help or get information.	Student asks and answers questions about key details in a text read aloud or information presented orally or through other media. Student asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media. Student asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Student determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Student asks and answers questions about information from a speaker, adding appropriate elaboration and detail.

Grading Benchmarks - SECOND GRADE

Mathematics

1. Understands and applies mathematical concepts

MP	1	2	3	4
1st	<p>Student rarely identifies odd/even numbers.</p> <p>Student rarely uses concrete models to represent place value in 2-digit numbers.</p> <p>Student rarely compares and orders 2-digit numbers.</p> <p>Student rarely understands and uses the inverse relationship between addition and subtraction.</p> <p>Student rarely tells time to the 1/4 hour.</p> <p>Student rarely represents data using tallies/pictographs/bar graphs.</p> <p>Student rarely counts combinations of coins up to \$1.</p>	<p>Student sometimes identifies odd/even numbers.</p> <p>Student sometimes uses concrete models to represent place value in 2-digit numbers.</p> <p>Student sometimes compares and orders 2-digit numbers.</p> <p>Student sometimes understands and uses the inverse relationship between addition and subtraction.</p> <p>Student sometimes tells time to the 1/4 hour.</p> <p>Student sometimes represents data using tallies/pictographs/bar graphs.</p> <p>Student sometimes counts combinations of coins up to \$1.</p>	<p>Student consistently identifies odd/even numbers.</p> <p>Student consistently uses concrete models to represent place value in 2-digit numbers.</p> <p>Student consistently compares and orders 2-digit numbers.</p> <p>Student consistently understands and uses the inverse relationship between addition and subtraction.</p> <p>Student consistently tells time to the 1/4 hour.</p> <p>Student consistently represents data using tallies/pictographs/bar graphs.</p> <p>Student consistently counts combinations of coins up to \$1.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>
2nd	<p>Student rarely classifies polygons.</p> <p>Student rarely describes and/or creates 2-dimensional shapes.</p> <p>Student rarely uses Base-10 blocks to model grouping and/or trading.</p> <p>Student rarely identifies and/or represents equal groups.</p> <p>Student rarely represents money amounts using different combinations of coins.</p>	<p>Student sometimes classifies polygons.</p> <p>Student sometimes describes and/or creates 2-dimensional shapes.</p> <p>Student sometimes uses Base-10 blocks to model grouping and/or trading.</p> <p>Student sometimes identifies and/or represents equal groups.</p> <p>Student sometimes represents money amounts using different combinations of coins.</p>	<p>Student consistently classifies polygons.</p> <p>Student consistently describes and/or creates 2-dimensional shapes.</p> <p>Student consistently uses Base-10 blocks to model grouping and/or trading.</p> <p>Student consistently identifies and/or represents equal groups.</p> <p>Student consistently represents money amounts using different combinations of coins.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>

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3rd	<p>Student rarely Interprets tallies/pictographs/bar graphs.</p> <p>Student rarely represents data using a line plot.</p> <p>Student rarely Identifies equal parts of a whole.</p> <p>Student rarely identifies $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$.</p> <p>Student rarely estimates and measures length to the nearest inch and centimeter.</p> <p>Student rarely finds area using unit squares.</p> <p>Student rarely uses concrete models to represent place value in 3-digit numbers.</p> <p>Student rarely represents a number using expanded form.</p> <p>Student rarely represents money amounts using different combinations of coins and bills up to \$5.</p>	<p>Student sometimes Interprets tallies/pictographs/bar graphs.</p> <p>Student sometimes represents data using a line plot.</p> <p>Student sometimes Identifies equal parts of a whole.</p> <p>Student sometimes identifies $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$.</p> <p>Student sometimes estimates and measures length to the nearest inch and centimeter.</p> <p>Student sometimes finds area using unit squares.</p> <p>Student sometimes uses concrete models to represent place value in 3-digit numbers.</p> <p>Student sometimes represents a number using expanded form.</p> <p>Student sometimes represents money amounts using different combinations of coins and bills up to \$5.</p>	<p>Student consistently Interprets tallies/pictographs/bar graphs.</p> <p>Student consistently represents data using a line plot.</p> <p>Student consistently Identifies equal parts of a whole.</p> <p>Student consistently identifies $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$.</p> <p>Student consistently estimates and measures length to the nearest inch and centimeter.</p> <p>Student consistently finds area using unit squares.</p> <p>Student consistently uses concrete models to represent place value in 3-digit numbers.</p> <p>Student consistently represents a number using expanded form.</p> <p>Student consistently represents money amounts using different combinations of coins and bills up to \$5.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>
4th	<p>Student rarely uses Base -10 blocks to model grouping and/or trading.</p> <p>Student rarely relates multiplication to repeated addition.</p> <p>Student rarely relates division to equal shares.</p> <p>Student rarely tells time to the nearest five minutes.</p>	<p>Student sometimes uses Base -10 blocks to model grouping and/or trading.</p> <p>Student sometimes relates multiplication to repeated addition.</p> <p>Student sometimes relates division to equal shares.</p> <p>Student sometimes tells time to the nearest five minutes.</p>	<p>Student consistently uses Base -10 blocks to model grouping and/or trading.</p> <p>Student consistently relates multiplication to repeated addition.</p> <p>Student consistently relates division to equal shares.</p> <p>Student consistently tells time to the nearest five minutes.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>

Grading Benchmarks - SECOND GRADE

2. Recalls math facts with speed and accuracy

MP	1	2	3	4
1st	<p>Student rarely knows addition facts within 10.</p> <p>Student rarely skip counts by 2, 5 and 10.</p> <p>Student rarely knows subtraction facts within 10.</p>	<p>Student sometimes knows addition facts within 10.</p> <p>Student sometimes skip counts by 2, 5 and 10.</p> <p>Student sometimes knows subtraction facts within 10.</p>	<p>Student consistently knows addition facts within 10.</p> <p>Student consistently skip counts by 2, 5 and 10.</p> <p>Student consistently knows subtraction facts within 10.</p>	<p>Student builds and can explain connections between facts to extend fact range.</p>
2nd	<p>Student rarely knows addition facts within 15.</p> <p>Student rarely knows doubles facts.</p> <p>Student rarely knows subtraction facts within 15.</p>	<p>Student sometimes knows addition facts within 15.</p> <p>Student sometimes knows doubles facts.</p> <p>Student sometimes knows subtraction facts within 15.</p>	<p>Student consistently knows addition facts within 15.</p> <p>Student consistently knows doubles facts.</p> <p>Student consistently knows subtraction facts within 15.</p>	<p>Student builds and can explain connections between facts to extend fact range.</p>
3rd	<p>Student rarely knows addition facts within 20.</p> <p>Student rarely skip counts by 100 and 1,000.</p> <p>Student rarely knows subtraction facts within 20.</p>	<p>Student sometimes knows addition facts within 20.</p> <p>Student sometimes skip counts by 100 and 1,000.</p> <p>Student sometimes knows subtraction facts within 20.</p>	<p>Student consistently knows addition facts within 20.</p> <p>Student consistently skip counts by 100 and 1,000.</p> <p>Student consistently knows subtraction facts within 20.</p>	<p>Student builds and can explain connections between facts to extend fact range.</p>
4th	<p>Student rarely knows addition facts within 20.</p> <p>Student rarely skip counts by 100 and 1,000.</p> <p>Student rarely knows subtraction facts within 20.</p>	<p>Student sometimes knows addition facts within 20.</p> <p>Student sometimes skip counts by 100 and 1,000.</p> <p>Student sometimes knows subtraction facts within 20.</p>	<p>Student consistently knows addition facts within 20.</p> <p>Student consistently skip counts by 100 and 1,000.</p> <p>Student consistently knows subtraction facts within 20.</p>	<p>Student builds and can explain connections between facts to extend fact range.</p>

Grading Benchmarks - SECOND GRADE

3. Computes accurately

MP	1	2	3	4
1st	Student rarely uses mental math strategies to find sums and differences. Student rarely Identifies the appropriate operation to use to solve problems.	Student sometimes uses mental math strategies to find sums and differences. Student sometimes Identifies the appropriate operation to use to solve problems.	Student consistently uses mental math strategies to find sums and differences. Student consistently Identifies the appropriate operation to use to solve problems.	Student uses a variety of mental math strategies to find sums and differences, using opposite operations to check. Student connects and applies strategies between problems.
2nd	Student rarely finds the sum of 2-digit numbers. Student rarely finds the sum of multiple addends. Student rarely identifies the appropriate operation to use to solve problems.	Student sometimes finds the sum of 2-digit numbers. Student sometimes finds the sum of multiple addends. Student sometimes identifies the appropriate operation to use to solve problems.	Student consistently finds the sum of 2-digit numbers. Student consistently finds the sum of multiple addends. Student consistently identifies the appropriate operation to use to solve problems.	Student uses a combination of strategies and algorithms to find the sum of multiple 2-digit addends and checks their own accuracy. Student compares/contrasts efficiency of computation methods.
3rd	Student rarely finds the sum of a 3-digit number and a 2-digit number. Student rarely finds the difference between 2-digit numbers. Student rarely Identifies the appropriate operation to use to solve problems.	Student sometimes finds the sum of a 3-digit number and a 2-digit number. Student sometimes finds the difference between 2-digit numbers. Student sometimes Identifies the appropriate operation to use to solve problems.	Student consistently finds the sum of a 3-digit number and a 2-digit number. Student consistently finds the difference between 2-digit numbers. Student consistently Identifies the appropriate operation to use to solve problems.	Student uses a combination of strategies and algorithms to find the sum of 3-digit addends and checks their own accuracy. Student uses a combination of strategies and algorithms to find the difference between 2-digit numbers and checks their own accuracy. Student compares/contrasts efficiency of computation methods.
4th	Student rarely finds the sum and difference of 3-digit numbers. Student rarely identifies the appropriate operation to use to solve problems.	Student sometimes finds the sum and difference of 3-digit numbers. Student sometimes identifies the appropriate operation to use to solve problems.	Student consistently finds the sum and difference of 3-digit numbers. Student consistently identifies the appropriate operation to use to solve problems.	Student uses a combination of strategies and algorithms to find the sum and difference of 3-digit numbers and checks their own accuracy. Student compares/contrasts efficiency of computational methods.

Grading Benchmarks - SECOND GRADE

4. Understands and solves word problems accurately

MP	1	2	3	4
1st	Student rarely represents and solves 1-step word problems using addition. Student rarely writes number sentences.	Student sometimes represents and solves 1-step word problems using addition. Student sometimes writes number sentences.	Student consistently represents and solves 1-step word problems using addition. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
2nd	Student rarely represents and solves 1-step word problems using addition/subtraction. Student rarely writes number sentences.	Student sometimes represents and solves 1-step word problems using addition/subtraction. Student sometimes writes number sentences.	Student consistently represents and solves 1-step word problems using addition/subtraction. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
3rd	Student rarely represents and solves 1-step word problems using addition/subtraction, including money. Student rarely writes number sentences.	Student sometimes represents and solves 1-step word problems using addition/subtraction, including money. Student sometimes writes number sentences.	Student consistently represents and solves 1-step word problems using addition/subtraction, including money. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
4th	Student rarely represents and solves 2-step word problems using addition/subtraction, including money. Student rarely writes number sentences.	Student sometimes represents and solves 2-step word problems using addition/subtraction, including money. Student sometimes writes number sentences.	Student consistently represents and solves 2-step word problems using addition/subtraction, including money. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.

Grading Benchmarks - SECOND GRADE

5. Clearly expresses mathematical thinking in written and oral form

MP	1	2	3	4
1st	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
2nd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
3rd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
4th	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

Grading Benchmarks - SECOND GRADE

Science

1. Demonstrates knowledge of facts and understanding of concepts orally and in writing

MP	1	2	3	4
1st Insects	Student rarely demonstrates understanding of vocabulary and key concepts of insects, including: 1. The structure and behaviors. 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect.	Student is beginning to demonstrate understanding of vocabulary and key concepts of insects, including: 1. The structure and behaviors. 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect .	Student consistently demonstrates understanding of vocabulary and key concepts of insects, including: 1. The structure and behaviors. 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect.	Student independently extends understanding of vocabulary and key concepts of insects, including: 1. The structure and behaviors. 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect.
2nd - Air and Weather	Student rarely demonstrates understanding of vocabulary and key concepts of air & weather, including: 1. Air is matter that takes up space 2. Air interacts with other objects 3. Air is a gas & is all around us 4. Air resistance affects how things move 5. Air can be compressed.	Student is beginning to demonstrate understanding of vocabulary and key concepts of air & weather, including: 1. Air is matter that takes up space 2. Air interacts with other objects 3. Air is a gas & is all around us 4. Air resistance affects how things move 5. Air can be compressed.	Student consistently demonstrates understanding of vocabulary and key concepts of air & weather, including: 1. Air is matter that takes up space 2. Air interacts with other objects 3. Air is a gas & is all around us 4. Air resistance affects how things move 5. Air can be compressed.	Student independently extends understanding of vocabulary and key concepts of air & weather, including: 1. Air is matter that takes up space 2. Air interacts with other objects 3. Air is a gas & is all around us 4. Air resistance affects how things move 5. Air can be compressed.
3rd- Insects and Air & Weather	Student rarely demonstrates understanding of vocabulary and key concepts of insects, including: 1. Comparing the structure and behaviors of various insects 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect 5. Separating insects from non-insects. Student rarely demonstrates understanding of vocabulary and key concepts of air & weather, including: 1. Weather is the condition of air 2. Temperature describes how hot or cold air is 3. What clouds are made of 4. The different types of clouds 5. How wind moves clouds 6. Where rain comes from.	Student is beginning to demonstrate understanding of vocabulary and key concepts of insects, including: 1. Comparing the structure and behaviors of various insects 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect 5. Separating insects from non-insects. Student is beginning to demonstrate understanding of vocabulary and key concepts of air & weather, including: 1. Weather is the condition of air 2. Temperature describes how hot or cold air is 3. What clouds are made of 4. The different types of clouds 5. How wind moves clouds 6. Where rain comes from .	Student consistently demonstrates understanding of vocabulary and key concepts of insects, including: 1. Comparing the structure and behaviors of various insects 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect 5. Separating insects from non-insects. Student demonstrates understanding of vocabulary and key concepts of air & weather, including: 1. Weather is the condition of air 2. Temperature describes how hot or cold air is 3. What clouds are made of 4. The different types of clouds 5. How wind moves clouds 6. Where rain comes from.	Student independently extends understanding of vocabulary and key concepts of insects, including: 1. Comparing the structure and behaviors of various insects 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect 5. Separating insects from non-insects. Student consistently and independently extends understanding of vocabulary and key concepts of air & weather, including: 1. Weather is the condition of air 2. Temperature describes how hot or cold air is 3. What clouds are made of 4. The different types of clouds 5. How wind moves clouds 6. Where rain comes from.

Grading Benchmarks - SECOND GRADE

4th - Insects and Air & Weather	<p>Student rarely demonstrates understanding of vocabulary and key concepts of insects, including: 1. Comparing the structure and behaviors of various insects 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect.</p> <p>Student rarely demonstrates understanding of vocabulary and key concepts of air & weather, including: 1. Wind is moving air 2. Wind can have strength and speed 3. Wind direction can be determined.</p>	<p>Student is beginning to demonstrate understanding of vocabulary and key concepts of insects, including: 1. Comparing the structure and behaviors of various insects 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect.</p> <p>Student is beginning to demonstrate understanding of vocabulary and key concepts of air & weather, including: 1. Wind is moving air 2. Wind can have strength and speed 3. Wind direction can be determined.</p>	<p>Student consistently demonstrates understanding of vocabulary and key concepts of insects, including: 1. Comparing the structure and behaviors of various insects 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect.</p> <p>Student demonstrates understanding of vocabulary and key concepts of air & weather, including: 1. Wind is moving air 2. Wind can have strength and speed 3. Wind direction can be determined.</p>	<p>Student independently extends understanding of vocabulary and key concepts of insets, including: 1. Comparing the structure and behaviors of various insects 2. Insect needs 3. Life cycle changes 4. Treating insects with care & respect.</p> <p>Student consistently and independently extends understanding of vocabulary and key concepts of air & weather, including: 1. Wind is moving air 2. Wind can have strength and speed 3. Wind direction can be determined.</p>
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Grading Benchmarks - SECOND GRADE

2. Applies scientific process skills (observing, recording data, experimenting, interpreting results, and communicating)

MP	1	2	3	4
1st - Insects	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
2nd - Air and Weather	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
3rd- Insects and Air & Weather	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
4th - Insects and Air & Weather	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.

Grading Benchmarks - SECOND GRADE

Social Studies

1. Demonstrates knowledge of facts and understanding of concepts orally and in writing.

MP	1	2	3	4
1st	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by --identifying the reasons communities have rules - describing the consequences for not following rules --identifying the characteristics of rural, urban and suburban communities -- distinguishing between needs and wants in a community -defining a community as a place where people live, work, play and solve problems	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
2nd	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by --identifying cultural universals categories --recognizing that there visible and invisible aspects of cultures --describing characteristics of American culture -- describing another culture using the cultural universals categories	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
3rd	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by --describing how climate impacts a culture --describing how physical features impacts a culture --explaining how the available natural resources impacts a culture	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.

Grading Benchmarks - SECOND GRADE

4th	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in social studies by --identifying an environmental problem --describing the ways an individual or groups can make changes in their community --explaining how individuals or groups can overcome obstacles in making a change in their community	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
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Grading Benchmarks - SECOND GRADE

2. Applies knowledge to classroom discussions and activities				
MP	1	2	3	4
1st	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of geographic concepts in class activities and discussions by --explaining how various places in a community meet the needs and wants of the people -- comparing and contrasting the similarities and differences among the types of communities --providing examples of places within a community where people live, work, play and solve problems	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
2nd	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of social studies concepts in class activities and discussions by --utilizing the cultural universals categories to compare and contrast American culture to other cultures	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
3rd	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of social studies concepts in class activities and discussions by --explaining how geography contributes to the development of many unique cultures	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
4th	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of social studies concepts in class activities and discussions by --writing an action plan to address an environmental problem	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

Grading Benchmarks - SECOND GRADE

ART

1. Demonstrates understanding of skills and concepts

*Participates with effort, cooperates, follows directions

MP	1	2	3	4
ALL	<p>Elements and Principles of Art:</p> <ul style="list-style-type: none"> ● Student is unable to create 2- and 3-dimensional works of art using the basic elements/ principles. ● Student is unable to gain control of the media being used. 	<p>Elements and Principles of Art:</p> <ul style="list-style-type: none"> ● Student is developing skills to create 2- and 3-dimensional works of art using the basic elements/ principles. ● Student is developing skills to gain control of the media being used. 	<p>Elements and Principles of Art:</p> <ul style="list-style-type: none"> ● Student is able to create 2- and 3-dimensional works of art using the basic elements/ principles. ● Student is able to gain control of the media being used. 	<p>Elements and Principles of Art:</p> <ul style="list-style-type: none"> ● Student is able to consistently create 2- and 3-dimensional works of art using the basic elements/ principles. ● Student is able to show consistent control of the media being used.
	<p>Art History/Art Appreciation:</p> <ul style="list-style-type: none"> ● Student rarely identifies aesthetic qualities of exemplary works of art and identify characteristics of the artists who created them. ● Student rarely understands or applies basic art vocabulary. 	<p>Art History/Art Appreciation:</p> <ul style="list-style-type: none"> ● Student is developing skills to identify aesthetic qualities of exemplary works of art and is beginning to identify characteristics of the artists who created them. ● Student is developing skills to understand and apply basic art vocabulary. 	<p>Art History/Art Appreciation:</p> <ul style="list-style-type: none"> ● Student identifies aesthetic qualities of exemplary works of art and identify characteristics of the artists who created them. ● Student understands and applies basic art vocabulary. 	<p>Art History/Art Appreciation:</p> <ul style="list-style-type: none"> ● Student consistently identifies aesthetic qualities of exemplary works of art and identifies characteristics of the artists who created them. ● Student shows consistent understanding and application of basic art vocabulary.
	<p>Creative Process:</p> <ul style="list-style-type: none"> ● Student rarely uses elements of art and/or basic media in his/her artwork. ● Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. ● Student rarely develops ideas or demonstrates risk taking as an artist ● Student is rarely able to appropriately use a wide array of art media in the production of art. 	<p>Creative Process:</p> <ul style="list-style-type: none"> ● Student is developing skills needed to apply use of elements of art and basic media in his/her artwork. ● Student is developing skills to create works of art based on observation of the physical world that illustrates how art is a part of everyday life. ● Student is working toward developing ideas and demonstrating risk-taking as an artist. ● Student is developing skills needed to appropriately use a wide array of art media in the production of art. 	<p>Creative Process:</p> <ul style="list-style-type: none"> ● Student is able to apply use of elements of art and basic media in his/her artwork. ● Student is able to create works of art based on observation of the physical world that illustrates how art is a part of everyday life. ● Student is able to develop ideas and demonstrate risk-taking as an artist. ● Student is able to explore and appropriately use a wide array of art media in the production of art. 	<p>Creative Process:</p> <ul style="list-style-type: none"> ● Student is able to consistently apply use of elements of art and basic media in his/her artwork. ● Student is able to consistently create works of art based on observation of the physical world that illustrates how art is a part of everyday life. ● Student is able to consistently develop ideas and demonstrate risk-taking as an artist. ● Student is able to consistently explore and use a wide array of art media in the production of art.

Grading Benchmarks - SECOND GRADE

MUSIC

1. Demonstrates understanding of skills and concepts

MP	1	2	3	4
1st	Student is unable to sing music of a variety of styles and cultures alone and with others. Student is unable to sing sol-mi-la solfege syllables with pitch accuracy.	Student is developing the ability to sing music of a variety of styles and cultures alone and with others. Student is developing the ability to sing sol-mi-la solfege syllables with pitch accuracy.	Student is able to sing music of a variety of styles and cultures alone and with others. Student is able to sing sol-mi-la solfege syllables with pitch accuracy.	Student is consistently able to sing music of a variety of styles and cultures alone and with others. Student is consistently able to sing sol-mi-la solfege syllables with pitch accuracy.
2nd	Student is unable to identify a variety of rhythms using quarter notes, paired eighths, half notes, barred sixteenth notes, and quarter rests. Student is unable to match sol-mi-la-do solfege syllables with corresponding Kodaly/Curwen hand signs.	Student is developing the ability to identify a variety of rhythms using quarter notes, paired eighths, half notes, barred sixteenth notes, and quarter rests. Student is developing the ability to match sol-mi-la-do solfege syllables with corresponding Kodaly/Curwen hand signs.	Student is able to identify a variety of rhythms using quarter notes, paired eighths, half notes, barred sixteenth notes, and quarter rests. Student is able to match sol-mi-la-do solfege syllables with corresponding Kodaly/Curwen hand signs.	Student is consistently able to identify a variety of rhythms using quarter notes, paired eighths, half notes, barred sixteenth notes, and quarter rests. Student is consistently able to match sol-mi-la-do solfege syllables with corresponding Kodaly/Curwen hand signs.
3rd	Student is unable to analyze and describe music in terms of tempo and dynamics. Student is unable to identify families of musical instruments and discuss sound quality/tone color of each.	Student is developing the ability to analyze and describe music in terms of tempo and dynamics. Student is developing the ability to identify families of musical instruments and discuss sound quality/tone color of each.	Student is able to analyze and describe music in terms of tempo and dynamics. Student is able to identify families of musical instruments and discuss sound quality/tone color of each.	Student is consistently able to analyze and describe music in terms of tempo and dynamics. Student is consistently able to identify families of musical instruments and discuss sound quality/tone color of each.
4th	Student is unable to echo the teacher with accurate intonation on sol-mi-la-do-re solfege syllables. Student is unable to perform rhythm patterns and/or ostinati using half, quarter, paired eighth notes, barred sixteenth notes, and quarter rests on pitch and non-pitched instruments.	Student is developing the ability to echo the teacher with accurate intonation on sol-mi-la-do-re solfege syllables. Student is developing the ability to perform rhythm patterns and/or ostinati using half, quarter, paired eighth notes, barred sixteenth notes, and quarter rests on pitch and non-pitched instruments.	Student is able to echo the teacher with accurate intonation on sol-mi-la-do-re solfege syllables. Student is able to perform rhythm patterns and/or ostinati using half, quarter, paired eighth notes, barred sixteenth notes, and quarter rests on pitch and non-pitched instruments.	Student is consistently able to echo the teacher with accurate intonation on sol-mi-la-do-re solfege syllables. Student is consistently able to perform rhythm patterns and/or ostinati using half, quarter, paired eighth notes, barred sixteenth notes, and quarter rests on pitch and non-pitched instruments.

Grading Benchmarks - SECOND GRADE

Spanish				
1. Demonstrates an understanding of skills and concepts				
<p>Targeted Proficiency Level: Novice Mid</p> <p>The novice-mid language learner understands and communicates at the word level and can independently:</p> <ul style="list-style-type: none"> *Identify and recognize memorized words and phrases that bring meaning to text. (Interpretive) *Use memorized words and phrases to respond to learned questions and ask memorized questions, state needs and preferences, and describe people, places and things. (Interpersonal speaking) *Use memorized words and phrases to make lists, state needs and preferences, and describe people, places and things. (Presentational Speaking/Writing) 				
Thematic Context: Students will demonstrate the skills indicated within the context of basic classroom routines and procedures, introductions, greetings and leave-takings, and expressing basic feelings.				
	1	2	3	4
MP 1	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases	The student can consistently demonstrate all of the targeted skills without any support.

Grading Benchmarks - SECOND GRADE

Thematic Context: Students will demonstrate the skills indicated within the context of favorite colors, colors of cultural objects and artifacts, numbers for counting objects and expressing age.				
MP 2	1	2	3	4
	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases	The student can consistently demonstrate all of the targeted skills without any support.
Thematic Context: Students will demonstrate the skills indicated within the context of the calendar (days and dates), fruits, insects, body parts, migration patterns and life cycle of butterflies, using current and previously taught vocabulary.				
MP 3	1	2	3	4
	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases	The student can consistently demonstrate all of the targeted skills without any support.

Grading Benchmarks - SECOND GRADE

Thematic Context: Students will demonstrate the skills indicated within the context of description and habitats of animals of the rainforest, the story El Loro Tico Tango, and location of rainforests in Spanish-speaking countries, using current and previously learned vocabulary.				
1		2		3
1	2	3	4	
MP 4	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases	The student can consistently demonstrate all of the targeted skills without any support.

Grading Benchmarks - SECOND GRADE

Physical Education

1. Demonstrates understanding of skills and concepts.

MP	1	2	3	4
	Movement Education/Rhythm			
1st	<p>Student is unable to display refined movement in applied settings.</p> <p>Student is unable to display understanding that movement skills are a foundation for regular physical activity.</p> <p>Student is unable to display response to feedback provided by peers or teachers.</p> <p>Student is unable to display ability to modify movement in response to a change in music (tempo, rhythm and beat).</p>	<p>Student displays minimal ability to demonstrate refined movement in applied settings.</p> <p>Student displays minimal understanding that movement skills are a foundation for regular physical activity.</p> <p>Student displays minimal response to feedback provided by peers or teachers.</p> <p>Student displays minimal ability to modify movement in response to a change in music (tempo, rhythm and beat).</p>	<p>Student utilizes refined movement in applied settings.</p> <p>Student demonstrates understanding (physically or verbally) that movement skills are the foundation of physical activity.</p> <p>Student provides and utilizes feedback to correct movement (peers and teachers).</p> <p>Student identifies and demonstrates changes of movement in response to music (tempo, rhythm and beat).</p>	<p>Student identifies and demonstrates changes of movement in response to music (tempo, rhythm and beat).</p> <p>Student consistently demonstrates understanding (physically or verbally) that movement skills are the foundation of physical activity.</p> <p>Student consistently provides and utilizes feedback to correct movement (peers and teachers).</p> <p>Student consistently identifies and modifies movement in response to changes in music (tempo, rhythm and beat).</p>
	Manipulative Skills			
2nd	<p>Student is unable to display ability to demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during practice, games, and other physical activities.</p> <p>Student is unable to display ability to explain or demonstrate how objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner.</p> <p>Student is unable to demonstrate ability to make the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking.</p>	<p>Student displays minimal ability to demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during practice, games, and other physical activities.</p> <p>Student displays minimal ability to explain or demonstrate how objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner.</p> <p>Student demonstrates minimal ability to make the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking.</p>	<p>Student demonstrates manipulative skills (kicking, striking, bouncing) with increased mastery during practice, games, and other physical activities.</p> <p>Student explains and demonstrates how objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner.</p> <p>Student demonstrates the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking.</p>	<p>Student consistently displays the ability to demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during practice, various games, and other physical activities.</p> <p>Student consistently explains and demonstrates how various objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner.</p> <p>Student consistently demonstrates the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking.</p>

Grading Benchmarks - SECOND GRADE

Movement/Locomotor/Nonlocomotor Skills				
3rd	<p>Student is unable to demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during practice, games, and other physical activities.</p> <p>Student is unable to explain or demonstrate how objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner.</p> <p>Student is unable to make the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking.</p>	<p>Student displays minimal ability to demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during practice, games, and other physical activities.</p> <p>Student displays minimal ability to explain or demonstrate how objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner.</p> <p>Student demonstrates minimal ability to make the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking.</p>	<p>Student demonstrates manipulative skills (kicking, striking, bouncing) with increased mastery during practice, games, and other physical activities.</p> <p>Student explains and demonstrates how objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner.</p> <p>Student demonstrates the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking.</p>	<p>Student consistently displays the ability to demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during practice, various games, and other physical activities.</p> <p>Student consistently explains and demonstrates how various objects (ball, beanbags, hula-hoops) should be used in practice, games, and other physical activity in a safe manner.</p> <p>Student consistently demonstrates the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking.</p>
Lifetime/Cooperative Activities				
4th	<p>Student is unable to display ability to independently transition from offensive to defense effectively during games or recreational activities.</p> <p>Student is unable to display ability to determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities.</p> <p>Student is unable to display ability to explain or demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal.</p>	<p>Student displays minimal ability to independently transition from offensive to defense effectively during games or recreational activities.</p> <p>Student displays minimal ability to determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities.</p> <p>Student displays minimal ability to explain or demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal.</p>	<p>Student independently transitions from offensive to defense effectively during games or recreational activities.</p> <p>Student determines how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities.</p> <p>Student explains and demonstrates how student attitudes affect cooperative strategies when trying to attain a common goal.</p>	<p>Student consistently independently transitions from offensive to defense effectively during a variety of games or recreational activities.</p> <p>Student consistently determines the variety of ways basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities.</p> <p>Student consistently explains and demonstrates how student attitudes affect cooperative strategies when trying to attain a common goal.</p>