

# Franklin Township Public Schools

## Standards-Based Report Card Rubric -- Grade 2

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### Literacy Indicators

#### Foundational Reading and Fluency

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Know spelling-sound correspondences for long and short vowels.</li> <li>• Decode regularly spelled one-syllable words with long vowels.</li> <li>• Recognize and read grade appropriate irregularly</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Know spelling-sound correspondences for common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Recognize and read grade appropriate</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Know spelling-sound correspondences for common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Decode words with common prefixes or</li> </ul>	<p>A 2nd grade student at this level can consistently:</p> <ul style="list-style-type: none"> <li>• Know spelling-sound correspondences for common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Decode words with</li> </ul>

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spelled words.	irregularly spelled words.	<p>suffixes.</p> <ul style="list-style-type: none"> <li>• Identify some words with inconsistent but common spelling-sound correspondences (e.g. book, blew, bough).</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<p>common prefixes and suffixes.</p> <ul style="list-style-type: none"> <li>• Identify words with inconsistent but common spelling-sound correspondences (e.g. book, blew, bough).</li> <li>• Recognize and read grade appropriate irregularly spelled words.</li> </ul>
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### Reading Comprehension

#### Analysis of key ideas and details

<b>1:</b> Limited progress toward meeting end of year grade level standards.	<b>2:</b> Basic progress toward meeting end of year grade level standards.	<b>3:</b> Progress toward meeting end of year grade level standards.	<b>4:</b> Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Answer such questions as who, what, where, when, why, and how.</li> <li>• Recount stories.</li> <li>• Identify the main topic of a single paragraph text.</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how.</li> <li>• Recount stories including key details, characters, and major events.</li> <li>• Identify the main topic of a multipara graph text.</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Recount stories including key details, characters, and major</li> </ul>	<p>A 2nd grade student at this level can consistently:</p> <ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Recount stories including key details,</li> </ul>

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		<p>events and begin to determine their central message/theme, lesson, or moral.</p> <ul style="list-style-type: none"> <li>Identify the main topic of a multipara graph text; describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>	<p>characters, and major events and determine their central message/theme, lesson, or moral.</p> <ul style="list-style-type: none"> <li>Identify the main topic of a multipara graph text; describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>
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### Reading Comprehension

#### Craft and Structure -- Analyze author's use of language, specific structure of text, and point of view

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>Determine the meaning of words or phrases in a text.</li> <li>Describe the overall structure of a story,</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>Describe how words or phrases supply rhythm or meaning in a story, poem, or song.</li> <li>Determine the</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>Describe how words and phrases supply rhythm or meaning in a story, poem, or song.</li> <li>Determine the meaning</li> </ul>	<p>A 2nd grade student at this level can consistently:</p> <ul style="list-style-type: none"> <li>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> <li>Determine the meaning of</li> </ul>

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<p>including describing how the beginning introduces the story or how the ending concludes the action.</p> <p>• Know text features.</p>	<p>meaning of words and phrases in a text.</p> <ul style="list-style-type: none"> <li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• Know various text features.</li> <li>• Acknowledge differences in the points of view of characters when reading.</li> <li>• Identify the main purpose of a text.</li> </ul>	<p>of words and phrases in a text relevant to a grade two topic or subject area.</p> <ul style="list-style-type: none"> <li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</li> <li>• Know and use text features to locate key facts or information in a text efficiently.</li> <li>• Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ul>	<p>words and phrases in a text relevant to a grade two topic or subject area.</p> <ul style="list-style-type: none"> <li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</li> <li>• Know and use various text features to locate key facts or information in a text efficiently.</li> <li>• Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ul>
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### Reading Comprehension

#### Integration of Knowledge and Ideas -- Explain relationships and comparisons within and across texts

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Use information gained from the illustrations or words in a print or digital text.</li> <li>• Compare two or more versions of the same story by different authors or from different cultures.</li> <li>• Explain specific illustrations and images.</li> <li>• Identify reasons in a text.</li> <li>• Identify the most important points presented by two texts on the same topic.</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Use information gained from the illustrations and words in a print or digital text.</li> <li>• Compare or contrast two or more versions of the same story by different authors or from different cultures.</li> <li>• Explain how specific illustrations and images contribute to a text.</li> <li>• Identify how reasons support points the author makes in a text.</li> <li>• Compare the most important points presented by two texts on the same topic.</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>• Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> <li>• Explain how specific illustrations and images contribute to and clarify a text.</li> <li>• Describe or identify how reasons support specific points the author makes in a text.</li> </ul>	<p>A 2nd grade student at this level can consistently:</p> <ul style="list-style-type: none"> <li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>• Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> <li>• Explain how specific illustrations and images contribute to and clarify a text.</li> <li>• Describe and identify how reasons support specific points the author makes in a text.</li> <li>• Compare and contrast the</li> </ul>

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		<ul style="list-style-type: none"> <li>• Compare or contrast the most important points presented by two texts on the same topic.</li> </ul>	most important points presented by two texts on the same topic.
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#### Vocabulary

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>,</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> </ul>	<p>A 2nd grade student at this level can consistently:</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g.,</li> </ul>

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	<p><i>bookmark</i>).</p>	<ul style="list-style-type: none"> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</li> <li>• Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>• Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</li> </ul>	<p><i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <ul style="list-style-type: none"> <li>• Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>• Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</li> </ul>
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### Writing Indicators

#### Writing Expression

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Write opinion or informational/explanatory text pieces in which they introduce the topic or book they are writing about; state an opinion.</li> <li>• Write narratives in which they recount a well-elaborated event or short sequence of events.</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Write opinion pieces or informational/explanatory text pieces in which they introduce the topic or book they are writing about, state an opinion, supply a reason that supports the opinion, or some facts about the topic.</li> <li>• Write narratives in which they recount an event or short sequence of events, including some details to describe actions, thoughts, and feelings.</li> <li>• Recall information from experiences or gather information from provided sources.</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Write opinion or informational/explanatory text pieces; introduce the topic or book they are writing about; state an opinion; supply reasons that support the opinion; use linking words to connect opinion and evidence-based facts about the topic; provide a conclusion.</li> <li>• Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; provide a sense of closure.</li> <li>• Recall information from experiences or gather information from provided</li> </ul>	<p>A 2nd grade student at this level can consistently:</p> <ul style="list-style-type: none"> <li>• Write opinion or informational/explanatory text pieces; introduce the topic or book they are writing about; state an opinion; supply reasons that support the opinion; use linking words to connect opinion and evidence-based facts about the topic; provide a conclusion.</li> <li>• Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; provide a sense of closure.</li> <li>• Recall information from experiences or gather information from provided</li> </ul>



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		sources to answer a question.	sources to answer a question.
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### Writing Conventions

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Use collective nouns (e.g., <i>group</i>).</li> <li>• Form and use the past tense of some verbs. <ul style="list-style-type: none"> <li>• Use adjectives.</li> </ul> </li> <li>• Produce a simple sentence.</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Use collective nouns (e.g., <i>group</i>); form and use some plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>• Use adjectives and adverbs.</li> <li>• Produce, expand, and rearrange simple sentences.</li> <li>• Capitalize holidays, product names, or geographic names.</li> <li>• Use commas in greetings or in closings of letters.</li> </ul>	<p>A 2nd grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Use collective nouns (e.g., <i>group</i>); form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>• Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>• Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Produce, expand, and rearrange complete simple and compound sentences</li> </ul>	<p>A 2nd grade student at this level can consistently:</p> <ul style="list-style-type: none"> <li>• Use collective nouns (e.g., <i>group</i>); form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>• Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>• Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The</i></li> </ul>

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		<p>(e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <ul style="list-style-type: none"> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> </ul>	<p><i>little boy watched the movie; The action movie was watched by the little boy</i>).</p> <ul style="list-style-type: none"> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> </ul>
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### Mathematics Indicators

#### Math

##### Unit 1: Addition & Subtraction Within 20

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting the end of year grade level standards	3: Progress toward meeting the end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A second-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> <li>• add <i>or</i> subtract within 20 using models.</li> <li>• solve one-step word problems within 20.</li> <li>• show <i>or</i> explain reasoning skills.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• adds <i>or</i> subtracts within 20 using models.</li> <li>• solves one-step word problems within 20.</li> <li>• shows <i>or</i> explains reasoning skills.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• adds and subtracts within 20 using models.</li> <li>• represents and solves one-step or two-step word problems within 20.</li> <li>• shows <i>or</i> explains reasoning skills.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• fluently adds and subtracts within 20.</li> <li>• represents and solves one-step and two-step word problems within 20.</li> <li>• shows and explains reasoning skills.</li> </ul>

#### Math

##### Unit 2: Add and Subtract within 100

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A second-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> <li>• add <i>or</i> subtract within 20</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• adds <i>or</i> subtracts within 20</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• adds and subtracts within 20</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• fluently adds and subtracts</li> </ul>

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<p>using models.</p> <ul style="list-style-type: none"> <li>• adds a multiple of ten to a two-digit number within 100 (ex: <math>25 + 8</math> or <math>25 + 20</math>).</li> <li>• subtract a multiple of ten from a given number (ex: <math>96 - 50</math>).</li> <li>• solve one-step word problems within 100.</li> <li>• show <i>or</i> explain reasoning skills.</li> </ul>	<p>using models.</p> <ul style="list-style-type: none"> <li>• adds a multiple of ten to a two-digit number within 100 (ex: <math>25 + 8</math> or <math>25 + 20</math>).</li> <li>• subtracts a multiple of ten from a given number (ex: <math>96 - 50</math>).</li> <li>• solves one-step word problems within 100.</li> <li>• shows <i>or</i> explains reasoning skills.</li> </ul>	<p>using models.</p> <ul style="list-style-type: none"> <li>• adds a one-digit number or a multiple of ten to a two-digit number within 100 (ex: <math>25 + 8</math> or <math>25 + 20</math>).</li> <li>• uses strategies to add or subtract within 100 using models.</li> <li>• represents and solves one-step <i>or</i> two-step word problems within 100.</li> <li>• shows <i>or</i> explains reasoning skills.</li> </ul>	<p>within 20.</p> <ul style="list-style-type: none"> <li>• adds a one-digit number and a multiple of ten to a two-digit number within 100 (ex: <math>25 + 8</math> or <math>25 + 20</math>).</li> <li>• Uses strategies to add and subtract within 100.</li> <li>• represents and solves one-step and two-step word problems within 100.</li> <li>• shows and explains reasoning skills.</li> </ul>
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#### Math

##### Unit 3: Place Value and Comparing Numbers to 1,000

1: Limited progress toward meeting end of year grade level standards with extensive support	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A second-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> <li>• add <i>or</i> subtract within 20 using models.</li> <li>• add <i>or</i> subtract within 100 using models.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• adds <i>or</i> subtracts within 20 using models.</li> <li>• adds <i>or</i> subtracts within 100 using models.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• adds and subtracts within 20 using models.</li> <li>• adds and subtracts within 100 using models.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• fluently adds and subtracts within 20.</li> <li>• fluently adds and subtracts within 100.</li> <li>• reads and writes numbers</li> </ul>

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<ul style="list-style-type: none"> <li>• read and write numbers using numbers and words, within 100 (ex: 65, sixty-five).</li> <li>• compare two-digit numbers based on values using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> <li>• mentally add <i>or</i> subtract 10's.</li> <li>• solve one-step word problems within 100.</li> <li>• show <i>or</i> explain reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• reads and writes numbers using numbers and words, within 100 (ex: 65, sixty-five).</li> <li>• compares two-digit numbers based on values using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> <li>• mentally adds <i>or</i> subtracts 10's.</li> <li>• solves one-step word problems within 100.</li> <li>• shows <i>or</i> explains reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• reads and writes numbers using numbers, words, and expanded form within 100 (ex: 65, sixty-five, <math>60 + 5</math>).</li> <li>• compares two-digit numbers based on place value using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> <li>• mentally adds and subtracts 10's <i>or</i> 100's.</li> <li>• represents and solves one-step or two-step word problems within 100.</li> <li>• shows <i>or</i> explains reasoning skills.</li> </ul>	<p>using numbers, words, and expanded form within 1,000 (ex: 319, three hundred nineteen, <math>300 + 10 + 9</math>).</p> <ul style="list-style-type: none"> <li>• compares three-digit numbers based on place value using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> <li>• mentally adds and subtracts 10's and 100's.</li> <li>• represents and solves one-step and two-step word problems within 100.</li> <li>• shows and explains reasoning skills.</li> </ul>
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#### Math

##### Unit 4: Add and Subtract within 1,000

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A second-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> <li>• add or subtract within 20 using models.</li> <li>• add <i>or</i> subtract within 100 using models.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• adds or subtracts within 20 using models.</li> <li>• adds <i>or</i> subtracts within 100 using models.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• adds and subtracts within 20 using models.</li> <li>• adds and subtracts within 100 using models.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• fluently adds and subtracts within 20.</li> <li>• fluently adds and subtracts within 100.</li> </ul>

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<ul style="list-style-type: none"> <li>● use strategies to add and subtract two two-digit numbers within 100.</li> <li>● mentally add <i>or</i> subtract 10's.</li> <li>● solve one-step word problems within 100.</li> <li>● show <i>or</i> explain reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>● uses strategies to add and subtract two two-digit numbers within 100.</li> <li>● mentally adds <i>or</i> subtracts 10's.</li> <li>● solves one-step word problems within 100.</li> <li>● shows <i>or</i> explains reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Skip count by 5's, 10's and 100's within 1,000.</li> <li>● uses strategies to add <i>or</i> subtract two three-digit numbers within 1,000 (ex: <math>512 + 296</math>, <math>302 - 185</math>).</li> <li>● mentally adds and subtracts 10's <i>or</i> 100's.</li> <li>● represents and solves one-step <i>or</i> two-step word problems within 100.</li> <li>● shows <i>or</i> explains reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Skip count by 5's, 10's and 100's within 1,000.</li> <li>● uses strategies to add and subtract two three-digit numbers within 1,000 (ex: <math>512 + 296</math>, <math>302 - 185</math>).</li> <li>● mentally adds and subtracts 10's and 100's</li> <li>● represents and solves one-step and two-step word problems within 100.</li> <li>● shows and explains reasoning skills.</li> </ul>
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#### Math

##### Unit 5: Measurement

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A second-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> <li>● solve addition <i>or</i> subtraction word problems within 100 involving lengths with models (ex: <math>46\text{ cm} - 24\text{ cm}</math>).</li> <li>● measure the length of an object using a few tools</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>● solves addition <i>or</i> subtraction word problems within 100 involving lengths with models (ex: <math>46\text{ cm} - 24\text{ cm}</math>).</li> <li>● measures the length of an object using a few tools</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>● solves addition <i>or</i> subtraction word problems within 100 involving lengths (ex: <math>46\text{ cm} + 24\text{ cm}</math>).</li> <li>● measures the length of an object using some tools</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>● solves addition and subtraction word problems within 100 involving lengths (ex: <math>46\text{ cm} + 24\text{ cm}</math>).</li> <li>● Estimate and measure the length of an object using</li> </ul>

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<p>(rulers, yardsticks, meter sticks, and measuring tapes).</p> <ul style="list-style-type: none"> <li>• Order objects by length.</li> <li>• interprets data on a line plot.</li> <li>• solve one-step word problems within 100.</li> <li>• add <i>or</i> subtract within 20 using models.</li> <li>• add <i>or</i> subtract within 100 using models.</li> <li>• show <i>or</i> explain reasoning skills.</li> </ul>	<p>(rulers, yardsticks, meter sticks, and measuring tapes).</p> <ul style="list-style-type: none"> <li>• Order objects by length.</li> <li>• interprets data on a line plot.</li> <li>• solves one-step word problems within 100.</li> <li>• adds <i>or</i> subtracts within 20 using models.</li> <li>• adds <i>or</i> subtracts within 100 using models.</li> <li>• shows <i>or</i> explains reasoning skills.</li> </ul>	<p>(rulers, yardsticks, meter sticks, or measuring tapes).</p> <ul style="list-style-type: none"> <li>• measured length in different units.</li> <li>• represents and interprets data on a line plot.</li> <li>• represents and solves one-step <i>or</i> two-step word problems within 100.</li> <li>• adds and subtracts within 20 using models.</li> <li>• adds and subtracts within 100 using models.</li> <li>• shows <i>or</i> explains reasoning skills.</li> </ul>	<p>tools (rulers, yardsticks, meter sticks, and measuring tapes).</p> <ul style="list-style-type: none"> <li>• compares lengths measured in different units.</li> <li>• creates and analyzes data on line plots.</li> <li>• represents and solves one-step and two-step word problems within 100.</li> <li>• fluently adds and subtracts within 20.</li> <li>• fluently adds and subtracts within 100.</li> <li>• shows and explains reasoning skills.</li> </ul>
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#### Math

##### Unit 6: Shapes and Data

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A second-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> <li>• identify basic shapes such as: circles, squares, rectangles, triangles, and cubes.</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• identifies basic shapes such as: circles, squares, rectangles, triangles, and</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• identifies most of the following shapes: triangles, quadrilaterals, pentagons,</li> </ul>	<p>A second-grade student at this level:</p> <ul style="list-style-type: none"> <li>• identifies triangles, quadrilaterals, pentagons, hexagons, and cubes;</li> </ul>

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<ul style="list-style-type: none"> <li>● recognize shapes with a given number of angles or faces.</li> <li>● partition circles and rectangles into two <i>or</i> four equal parts.</li> <li>● Skip count by 2's</li> <li>● counts to find the total number of objects arranged in rows and columns up to 25 using models</li> <li>● Skip count 2s up to 5's</li> <li>● tells and writes the time to the nearest hour.</li> <li>● identify money and uses \$ and ¢ symbols appropriately.</li> <li>● analyze data on picture graphs and bar graphs.</li> <li>● solves one-step word problems within 100.</li> <li>● add <i>or</i> subtract within 20 using models.</li> <li>● add <i>or</i> subtract within 100 using models.</li> <li>● show <i>or</i> explain reasoning skills.</li> </ul>	<p>cubes.</p> <ul style="list-style-type: none"> <li>● recognizes shapes with a given number of angles or faces.</li> <li>● partitions circles and rectangles into two <i>or</i> four equal parts.</li> <li>● Skip count by 2's and 5's</li> <li>● counts to find the total number of objects arranged in rows and columns up to 25 using models</li> <li>● Skip count 2s up to 5's</li> <li>● tells and writes the time to the nearest hour.</li> <li>● identifies money and uses \$ and ¢ symbols appropriately.</li> <li>● analyzes data on picture graphs and bar graphs.</li> <li>● solves one-step word problems within 100.</li> <li>● adds <i>or</i> subtracts within 20 using models.</li> <li>● adds <i>or</i> subtracts within 100 using models</li> </ul>	<p>hexagons, and cubes.</p> <ul style="list-style-type: none"> <li>● recognizes <i>or</i> draws shapes with a given number of angles or faces.</li> <li>● partitions circles and rectangles into two and four equal parts.</li> <li>● determines whether a group of objects up to 20 is even or odd using models.</li> <li>● counts to find the total number of objects arranged in rows and columns up to 25.</li> <li>● uses models for repeated addition representing up to 5 rows and 5 columns (5+5+5+5+5).</li> <li>● tells and writes the time to the nearest half-hour.</li> <li>● solves money word problems with models (ex: 25¢ + 12¢, \$5 + \$19).</li> <li>● creates <i>or</i> analyzes data on picture graphs and bar graphs.</li> <li>● represents and solves one-step <i>or</i> two-step word</li> </ul>	<ul style="list-style-type: none"> <li>● recognizes and draws shapes with a given number of angles or faces.</li> <li>● partitions circles and rectangles into two, three, and four equal parts.</li> <li>● determines whether a group of objects up to 20 is even or odd.</li> <li>● divides a rectangle into rows and columns of same-size squares and counts to find the total number of them.</li> <li>● uses repeated addition to represent up to 5 rows and 5 columns (5+5+5+5+5).</li> <li>● tells and writes the time to the nearest five minutes, using a.m. and p.m.</li> <li>● solves money word problems (ex: 25¢ + 12¢, \$5 + \$19).</li> <li>● creates <i>and</i> analyzes data on line plots, picture graphs, and bar graphs.</li> <li>● represents and solves one-step and two-step word problems within 100.</li> </ul>
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## Franklin Township Public Schools

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	<ul style="list-style-type: none"><li>● shows <i>or</i> explains reasoning skills.</li></ul>	<p>problems within 100.</p> <ul style="list-style-type: none"><li>● adds and subtracts within 20 using models.</li><li>● adds and subtracts within 100 using models.</li><li>● shows <i>or</i> explains reasoning skills.</li></ul>	<ul style="list-style-type: none"><li>● fluently adds and subtracts within 20.</li><li>● fluently adds and subtracts within 100.</li><li>● shows and explains the reasoning.</li></ul>
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# Franklin Township Public Schools

## Standards-Based Report Card Rubric -- Grade 2

### Special Areas Indicators

#### Art

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level <u>needs</u> consistent support to do the following at 2nd grade level:</p> <ul style="list-style-type: none"> <li>• Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, balance and movement.</li> <li>• Understand and use art specific vocabulary when discussing artists throughout history to describe landscapes, portraits, sculptures and still lifes.</li> <li>• Create varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art.</li> <li>• Differentiate subjects in paintings, sculptures, landscapes, still lifes and other works of art.</li> </ul>	<p>A student at this level <u>needs</u> support to do the following at 2nd grade level:</p> <ul style="list-style-type: none"> <li>• Create a variety of art projects using line, shape, color, space, texture, pattern, balance and movement.</li> <li>• Understand and use art specific vocabulary when discussing artists throughout history to describe landscapes, portraits, sculptures and still lifes.</li> <li>• Create varied two and three dimensional art projects using different mediums and themes to include multicultural and literary, artist inspired works of art.</li> <li>• Differentiate subjects in paintings, sculptures, landscapes and still lifes and other works of art.</li> </ul>	<p>A student at this level <u>can do</u> the following at 2nd grade level:</p> <ul style="list-style-type: none"> <li>• Create a variety of art projects using line, shape, color, space, texture, pattern, balance and movement.</li> <li>• Understand and use art specific vocabulary when discussing artists throughout history to describe landscapes, portraits, sculptures and still lifes.</li> <li>• Create varied two and three dimensional art projects using different mediums and themes to include multicultural and literary, artist inspired works of art.</li> <li>• Differentiate subjects in paintings, sculptures, landscapes and still lifes and other works of art.</li> </ul>	<p>A student at this level <u>can</u> consistently do the following at a 2nd grade level:</p> <ul style="list-style-type: none"> <li>• Create a variety of art projects using line, shape, color, space, texture, pattern, balance and movement.</li> <li>• Understand and use art specific vocabulary when discussing artists throughout history to describe landscapes, portraits, sculptures and still lifes.</li> <li>• Create varied two and three dimensional art projects using different mediums and themes to include multicultural and literary, artist inspired works of art.</li> <li>• Differentiate subjects in paintings, sculptures, landscapes and still lifes and other works of art.</li> </ul>

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## Standards-Based Report Card Rubric -- Grade 2

### Dance

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level <u>needs consistent support</u> to do the following at the 2nd grade level:</p> <ul style="list-style-type: none"> <li>• Identify the elements of dance and use improvisation to discover new movement.</li> <li>• Recognize works of dance, significant artists, and explore.</li> <li>• Create and perform planned and improvised movement using the elements of dance and knowledge from various styles of dance.</li> <li>• Define and maintain personal space when performing alone and with a group.</li> <li>• Identify movement</li> </ul>	<p>A student at this level needs support to do the following at the 2nd grade level:</p> <ul style="list-style-type: none"> <li>• Identify the elements of dance and use improvisation to discover new movement.</li> <li>• Recognize works of dance, significant artists, and explore various styles of dance.</li> <li>• Create and perform planned and improvised movement using the elements of dance and knowledge from various styles of dance.</li> <li>• Define and maintain personal space when performing alone and with a group.</li> <li>• Identify movement</li> </ul>	<p>A student at this level <u>can do</u> the following at the 2nd grade level:</p> <ul style="list-style-type: none"> <li>• Identify the elements of dance and use improvisation to discover new movement.</li> <li>• Recognize works of dance, significant artists, and explore various styles of dance.</li> <li>• Create and perform planned and improvised movement using the elements of dance and knowledge from various styles of dance.</li> <li>• Define and maintain personal space when performing alone and with a group.</li> <li>• Identify movement</li> </ul>	<p>A student at this level at this level <u>can consistently do</u> the following at the 2nd grade level:</p> <ul style="list-style-type: none"> <li>• Identify the elements of dance and use improvisation to discover new movement.</li> <li>• Recognize works of dance, significant artists, and explore various styles of dance.</li> <li>• Create and perform planned and improvised movement using the elements of dance and knowledge from various styles of dance.</li> <li>• Define and maintain personal space when performing alone and with a group.</li> </ul>

## Franklin Township Public Schools Standards-Based Report Card Rubric -- Grade 2

<p>qualities in dance works and various styles of dance. Compare and contrast those qualities.</p> <ul style="list-style-type: none"> <li>Using positive feedback while observing performances. Recognize the use of the elements of various styles of dance.</li> </ul>	<p>qualities in dance works and various styles of dance. Compare and contrast those qualities.</p> <ul style="list-style-type: none"> <li>Using positive feedback while observing performances. Recognize the use of the elements of dance.</li> </ul>	<p>qualities in dance works and various styles of dance. Compare and contrast those qualities.</p> <ul style="list-style-type: none"> <li>Using positive feedback while observing performances. Recognize the use of the elements of dance.</li> </ul>	<ul style="list-style-type: none"> <li>Identify movement qualities in dance works and various styles of dance. Compare and contrast those qualities.</li> <li>Using positive feedback while observing performances. Recognize the use of the elements of dance.</li> </ul>
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### General Music

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at at 2nd grade level:</p> <ul style="list-style-type: none"> <li>Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, and half notes. Understands and reads melodic patterns of 3 and 4</li> </ul>	<p>A student at this level needs support to do the following at at 2nd grade level:</p> <ul style="list-style-type: none"> <li>Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, and half notes. Understands and reads melodic patterns of 3 and 4 pitches. Works cooperatively with others to</li> </ul>	<p>A student at this level can do the following at at 2nd grade level:</p> <ul style="list-style-type: none"> <li>Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, and half notes. Understands and reads melodic patterns of 3 and 4 pitches. Works</li> </ul>	<p>A student at this level can consistently do the following at at 2nd grade level:</p> <ul style="list-style-type: none"> <li>Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, and half notes. Understands and reads melodic patterns of 3 and 4</li> </ul>

## Franklin Township Public Schools

### Standards-Based Report Card Rubric -- Grade 2

<p>pitches. Works cooperatively with others to play singing games, take turns, and participate in music-making.</p> <ul style="list-style-type: none"> <li>• Sings on pitch, alone and with others, in age-appropriate vocal register, in response to teacher and/or peer model. Accurately claps rhythm patterns and plays them on handheld percussion instruments. Performs rhythmic and melodic ostinato patterns as accompaniment to songs or Rhymes.</li> <li>• Listens to, learns about, and sings music of a variety of cultures.</li> </ul>	<p>play singing games, take turns, and participate in music-making.</p> <ul style="list-style-type: none"> <li>• Sings on pitch, alone and with others, in age-appropriate vocal register, in response to teacher and/or peer model. Accurately claps rhythm patterns and plays them on handheld percussion instruments. Performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes.</li> <li>• Listens to, learns about, and sings music of a variety of cultures.</li> <li>• Understands that music can express ideas and emotions.</li> </ul>	<p>cooperatively with others to play singing games, take turns, and participate in music-making.</p> <ul style="list-style-type: none"> <li>• Sings on pitch, alone and with others, in age-appropriate vocal register, in response to teacher and/or peer model. Accurately claps rhythm patterns and plays them on handheld percussion instruments. Performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes.</li> <li>• Listens to, learns about, and sings music of a variety of cultures.</li> <li>• Understands that music can express ideas and emotions.</li> </ul>	<p>pitches. Works cooperatively with others to play singing games, take turns, and participate in Music-making.</p> <ul style="list-style-type: none"> <li>• Sings on pitch, alone and with others, in age-appropriate vocal register, in response to teacher and/or peer model. Accurately claps rhythm patterns and plays them on handheld percussion instruments. Performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes.</li> <li>• Listens to, learns about, and sings music of a variety of cultures.</li> <li>• Understands that music can express ideas and emotions.</li> </ul>
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# Franklin Township Public Schools

## Standards-Based Report Card Rubric -- Grade 2

### Health

#### Wellness 2.1

<b>1:</b> Limited progress toward meeting end of year grade level standards	<b>2:</b> Basic progress toward meeting end of year grade level standards with increased support	<b>3:</b> Progress toward meeting end of year grade level standards	<b>4:</b> Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none"> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Differentiate between healthy and unhealthy eating practices.</li> <li>• Summarize strategies to prevent the spread of common diseases, health conditions and injuries.</li> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> </ul>	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none"> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Differentiate between healthy and unhealthy eating practices.</li> <li>• Summarize strategies to prevent the spread of common diseases, health conditions and injuries.</li> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> </ul>	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none"> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Differentiate between healthy and unhealthy eating practices.</li> <li>• Summarize strategies to prevent the spread of common diseases, health conditions and injuries.</li> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> </ul>	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none"> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Differentiate between healthy and unhealthy eating practices.</li> <li>• Summarize strategies to prevent the spread of common diseases, health conditions and injuries.</li> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> </ul>

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## Standards-Based Report Card Rubric -- Grade 2

### Elementary Physical Education

<b>1: Limited progress toward meeting end of year grade level standards</b>	<b>2: Basic progress toward meeting end of year grade level standards with increased support</b>	<b>3: Progress toward meeting end of year grade level standards</b>	<b>4: Met end of year grade level standards and may be ready to work at greater depth</b>
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none"> <li>• Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness.</li> <li>• Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer.</li> <li>• Explain and perform movement skills with developmentally appropriate control in</li> </ul>	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none"> <li>• Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness.</li> <li>• Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer.</li> <li>• Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill</li> </ul>	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none"> <li>• Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness.</li> <li>• Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer.</li> <li>• Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied</li> </ul>	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none"> <li>• Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness.</li> <li>• Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer.</li> <li>• Explain and perform movement skills with developmentally appropriate control in</li> </ul>

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**Standards-Based Report Card Rubric -- Grade 2**

isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).	practice) and applied settings (i.e., games, sports, and recreational activities).	settings (i.e., games, sports, and recreational activities).	isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).
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# Franklin Township Public Schools

## Standards-Based Report Card Rubric -- Grade 2

### Social/Emotional Learning Indicators

#### Regulates own emotions and behaviors

	<b>1: SEL Competencies <u>Emerging</u></b>	<b>2: SEL Competencies <u>Developing With</u> Support/Reminders</b>	<b>3: SEL Competencies <u>Progressing</u></b>	<b>4: SEL Competencies <u>Demonstrated</u> Consistently Without Support</b>
<b>Manages feelings</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
<b>Follows limits and expectations</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
<b>Takes care of own needs appropriately</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

#### Establishes and sustains positive relationships

	<b>1: SEL Competencies <u>Emerging</u></b>	<b>2: SEL Competencies <u>Developing With</u> Support/Reminders</b>	<b>3: SEL Competencies <u>Progressing</u></b>	<b>4: SEL Competencies <u>Demonstrated</u> Consistently Without Support</b>
<b>Forms relationships with adults</b>	1: A student at this level needs consistent	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the

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	support to demonstrate the behavior.			behavior.
<b>Responds to emotional cues</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
<b>Interacts with peers</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
<b>Makes friends</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

#### Participates cooperatively and constructively in group situations

	<b>1: SEL Competencies <u>Emerging</u></b>	<b>2: SEL Competencies <u>Developing With</u> Support/Reminders</b>	<b>3: SEL Competencies <u>Progressing</u></b>	<b>4: SEL Competencies <u>Demonstrated</u> Consistently Without Support</b>
<b>Balances needs and rights of self and others</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
<b>Solves social problems</b>	1: A student at this level needs consistent	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the

# Franklin Township Public Schools

## Standards-Based Report Card Rubric -- Grade 2

	support to demonstrate the behavior.			behavior.
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### Work Habit Indicators

#### Work Habits

	<b>1: SEL Competencies <u>Emerging</u></b>	<b>2: SEL Competencies <u>Developing With</u> Support/Reminders</b>	<b>3: SEL Competencies <u>Progressing</u></b>	<b>4: SEL Competencies <u>Demonstrated</u> Consistently Without Support</b>
<b>Listens attentively and follows directions</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
<b>Is prepared for class</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
<b>Shows independence in tasks and routines</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
<b>Completes tasks in a timely manner</b>	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
<b>Participates in discussion</b>	1: A student at this level needs consistent	2: A student at this level needs support to	3: A student at this level can demonstrate the	4: A student at this level can consistently demonstrate the

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	support to demonstrate the behavior.	demonstrate the behavior.	behavior.	behavior.
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#### Science Indicators

##### Science Content

<b>1:</b> Limited progress toward meeting end of year grade level standards.	<b>2:</b> Basic progress toward meeting end of year grade level standards.	<b>3:</b> Progress toward meeting end of year grade level standards.	<b>4:</b> Met end of year grade level standards and may be ready to work at greater depth.
Does not yet use science vocabulary appropriately. Cannot identify cause and effect.	Demonstrates a weak understanding of science vocabulary. Inconsistently attributes the proper causes to effects.	Demonstrates a strong understanding of science vocabulary. Correctly attributes the proper causes to effects.	Uses the appropriate science vocabulary in oral responses and written work. Is able to make predictions based on a proper understanding of cause and effects.

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### Social Studies Indicators

#### Social Studies Content

Content: Students expresses appropriate content knowledge orally and in writing

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>Student infrequently demonstrates understanding of most key concepts in social studies both orally and in writing.</p>	<p>Student sometimes demonstrates understanding of key concepts in social studies but may have difficulty applying them. A student performing at this level can:</p> <ul style="list-style-type: none"> <li>• Correctly identify vocabulary.</li> <li>• Determine what makes a good law.</li> <li>• Identify the branches of government.</li> <li>• Locate places on various maps.</li> <li>• Can identify a reason why Americans celebrate Thanksgiving.</li> <li>• Identify leaders such as Martin Luther King and Susan B. Anthony and list their accomplishments.</li> </ul>	<p>Student frequently demonstrates understanding of key concepts in social studies. A student performing at this level can:</p> <ul style="list-style-type: none"> <li>• Correctly identifying and applying vocabulary.</li> <li>• Explain how rules and laws are created to protect the rights of the people.</li> <li>• Determine what makes a good law and to apply it to their school or community.</li> <li>• Select a local issue and determine a course of action to inform the school or community about it.</li> <li>• Explain the branches of government and their role.</li> <li>• Compare and contrast information that can be found on different types of</li> </ul>	<p>Student meets end-of-year standards by consistently demonstrating understanding of key concepts in social studies.</p>

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	<ul style="list-style-type: none"> <li>Identify a mode of transportation for today and the past.</li> </ul>	<p>Maps.</p> <ul style="list-style-type: none"> <li>Describe interactions between Native American groups and American settlers.</li> <li>Explain how different civil rights leaders impacted the freedoms of all Americans.</li> <li>Analyze the difference between goods and services.</li> <li>Distinguish between producers and consumers.</li> <li>Compare and contrast modern transportation and communication from the past.</li> </ul>	
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#### Social Studies Content

Skills: Students demonstrate appropriate skills for social studies orally and in writing.

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
Student infrequently demonstrates ability to apply the necessary social studies skills.	Student sometimes demonstrates proficiency in the ability to apply some of the necessary social studies skills. A student performing at this level can:	Student frequently demonstrates proficiency in the ability to apply most social studies skills orally and in writing by:	Student is meeting end of the year standards by consistently demonstrating proficiency in the ability to apply all social studies skills orally and in writing.

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	<ul style="list-style-type: none"><li>• Categorize.</li><li>• Identify features on a map.</li><li>• Identify main ideas.</li><li>• Identify causes and effects.</li><li>• Describe economic principles.</li></ul>	<ul style="list-style-type: none"><li>• Comparing and contrasting</li><li>• Utilizing maps to answer questions.</li><li>• Identifying main ideas and supporting details.</li><li>• Analyzing the causes and effects of different historical events.</li><li>• Applying economic principles to authentic situations.</li></ul>	
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## Standards-Based Report Card Rubric -- Grade 2

### World Language Indicators

#### Intercultural Communication

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> <li>• Not identify typical products, practices, and cultural celebrations related to familiar everyday life in their own culture and other cultures.</li> </ul>	<p>A student at this level can:</p> <ul style="list-style-type: none"> <li>• Identify some typical products, practices, and cultural celebrations related to familiar everyday life in their own culture and other cultures.</li> </ul>	<p>A student at this level can:</p> <ul style="list-style-type: none"> <li>• Identify most typical products, practices, and cultural celebrations related to familiar everyday life in their own culture and other cultures.</li> </ul>	<p>A student at the novice mid-level can consistently:</p> <ul style="list-style-type: none"> <li>• Identify typical products, typical practices, and cultural celebrations related to familiar everyday life in their own culture and other cultures.</li> </ul>

#### Linguistic Exploration

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> <li>• Not communicate with others from the target culture in familiar</li> </ul>	<p>A student at this level can:</p> <ul style="list-style-type: none"> <li>• Sometimes communicate with others from the target culture in familiar everyday situations, using memorized language and</li> </ul>	<p>A student at this level can:</p> <ul style="list-style-type: none"> <li>• Most of the time communicate with others from the target culture in familiar everyday situations, using</li> </ul>	<p>A student at the novice mid-level can consistently:</p> <ul style="list-style-type: none"> <li>• Communicate with others from the target culture in familiar everyday situations, using</li> </ul>



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everyday situations.	showing basic cultural awareness.	memorized language and showing basic cultural awareness.	memorized language and showing basic cultural awareness.
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## Standards-Based Report Card Rubric -- Grade 2

### English as a Second Language Indicators

#### English Proficiency Standards

The student's English Proficiency Level in the usage of Social and Instructional Language is:

<b>1: Entering:</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	<b>2: Emerging:</b> Knows and uses some social English and general academic language with visual and graphic support	<b>3: Developing:</b> Developing Knows and uses social English and some specific academic language with visual and graphic support	<b>4: Expanding:</b> Knows and uses social English and some technical academic language	<b>5: Bridging:</b> Knows and uses social and academic language working with grade level material	<b>6: Reaching:</b> Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Language Arts is:

<b>1: Entering:</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	<b>2: Emerging:</b> Knows and uses some social English and general academic language with visual and graphic support	<b>3: Developing:</b> Developing Knows and uses social English and some specific academic language with visual and graphic support	<b>4: Expanding:</b> Knows and uses social English and some technical academic language	<b>5: Bridging:</b> Knows and uses social and academic language working with grade level material	<b>6: Reaching:</b> Knows and uses social and academic language at the highest level measured by this test
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### Standards-Based Report Card Rubric -- Grade 2

#### The student's English Proficiency Level in the usage of Language of Mathematics is:

<b>1: Entering:</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	<b>2: Emerging:</b> Knows and uses some social English and general academic language with visual and graphic support	<b>3: Developing:</b> Developing Knows and uses social English and some specific academic language with visual and graphic support	<b>4: Expanding:</b> Knows and uses social English and some technical academic language	<b>5: Bridging:</b> Knows and uses social and academic language working with grade level material	<b>6: Reaching:</b> Knows and uses social and academic language at the highest level measured by this test
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#### The student's English Proficiency Level in the usage of Language of Science is:

<b>1: Entering:</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	<b>2: Emerging:</b> Knows and uses some social English and general academic language with visual and graphic support	<b>3: Developing:</b> Developing Knows and uses social English and some specific academic language with visual and graphic support	<b>4: Expanding:</b> Knows and uses social English and some technical academic language	<b>5: Bridging:</b> Knows and uses social and academic language working with grade level material	<b>6: Reaching:</b> Knows and uses social and academic language at the highest level measured by this test
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#### The student's English Proficiency Level in the usage of Language of Social Studies is:

<b>1: Entering:</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	<b>2: Emerging:</b> Knows and uses some social English and general academic language with visual and graphic support	<b>3: Developing:</b> Developing Knows and uses social English and some specific academic language with visual and graphic support	<b>4: Expanding:</b> Knows and uses social English and some technical academic language	<b>5: Bridging:</b> Knows and uses social and academic language working with grade level material	<b>6: Reaching:</b> Knows and uses social and academic language at the highest level measured by this test
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## Standards-Based Report Card Rubric -- Grade 2

support	graphic support	graphic support		material	
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### English as a Second Language Domains

#### Proficiency Level – Listening

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
<p>A student at this level generally can understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example:</p> <ul style="list-style-type: none"> <li>• Recognize familiar words and phrases in conversations</li> <li>• Match information from oral</li> </ul>	<p>A student at this level <u>generally can</u> understand oral language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Identify main topics in discussions</li> <li>• Categorize or sequencing</li> </ul>	<p>A student at this level <u>generally can</u> understand oral language related to specific common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Connect spoken ideas to own experiences</li> <li>• Find, select, order</li> </ul>	<p>A student at this level <u>generally can</u> understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Exchange information and ideas with others</li> <li>• Connect people and events based on oral</li> </ul>	<p>A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Expand on others' ideas</li> <li>• Distinguish events, people or situations from oral descriptions</li> </ul>	<p>A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Synthesize information from multiple speakers</li> <li>• Recognize language that conveys information with precision and</li> </ul>

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### Standards-Based Report Card Rubric -- Grade 2

descriptions to objects, figures or illustrations	information presented orally	information from oral descriptions	information		accuracy
<ul style="list-style-type: none"> <li>• Follow one-step oral directions</li> <li>• Show agreement or disagreement with oral statements</li> </ul>	<ul style="list-style-type: none"> <li>using pictures or objects</li> <li>• Follow short oral directions with the help of pictures</li> <li>• Sort facts and opinions stated orally</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the causes and effects of events or situations discussed orally</li> <li>• Classify pros and cons of issues in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Apply key information about processes or concepts presented orally</li> <li>• Identify positions or points of view on issues in oral discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Recall key information and details about processes or concepts discussed orally</li> <li>• Identify examples and reasons that support an opinion or viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Create models or visuals to represent detailed information presented orally</li> <li>• Identify strengths and limitations of different points of view</li> </ul>

#### Proficiency Level - Speaking

<b>1: Entering:</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	<b>2: Emerging:</b> Knows and uses some social English and general academic language with visual and graphic support	<b>3: Developing:</b> Developing Knows and uses social English and some specific academic language with visual and graphic support	<b>4: Expanding:</b> Knows and uses social English and some technical academic language	<b>5: Bridging:</b> Knows and uses social and academic language working with grade level material	<b>6: Reaching:</b> Knows and uses social and academic language at the highest level measured by this test
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<p>A student at this level <u>generally can</u> communicate orally in English using gestures and language that may contain a few words, for example:</p> <p>Ask and answer simple questions about what, when, or where something happened</p> <p>Name familiar objects, people, pictures</p> <p>Show how to solve problems using words and gestures</p> <p>Express personal preferences</p>	<p>A student at this level <u>generally can</u> communicate ideas and information orally in English language that contains short sentences and everyday words and phrases, for example:</p> <p>Share about what, when, or where something happened</p> <p>Compare objects, people, pictures, events</p> <p>Describe steps in cycles or processes</p> <p>Express opinions</p>	<p>A student at this level <u>generally can</u> communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:</p> <p>Relate stories or events</p> <p>Share ideas and provide details</p> <p>Describe processes or procedures</p> <p>Give opinions with reasons</p>	<p>A student at this level <u>generally can</u> communicate orally in English using language related to specific topics in school and can participate in class discussions, for example:</p> <p>Compare stories, issues, concepts</p> <p>Paraphrase and summarize information</p> <p>State ideas to show how or why with examples</p> <p>Give opinions supported by detailed reasons</p>	<p>A student at this level <u>generally can</u> use English to communicate orally and participate in all academic classes, for example:</p> <p>Discuss the causes and impact of events</p> <p>Summarize and relate information</p> <p>Present and justify ideas showing how or why</p> <p>Express and defend opinions backed by examples and reasons</p>	<p>A student at this level <u>generally can</u> use English to communicate orally and participate in all academic classes, for example:</p> <p>React and respond to multiple points of view</p> <p>Organize and present research-based information</p> <p>Clarify how or why something happens</p> <p>Persuade others based on opinions, examples and reasons</p>
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### Proficiency Level - Reading

<b>1: Entering:</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	<b>2: Emerging:</b> Knows and uses some social English and general academic language with visual and graphic support	<b>3: Developing:</b> Developing Knows and uses social English and some specific academic language with visual and graphic support	<b>4: Expanding:</b> Knows and uses social English and some technical academic language	<b>5: Bridging:</b> Knows and uses social and academic language working with grade level material	<b>6: Reaching:</b> Knows and uses social and academic language at the highest level measured by this test
<p>A student at this level <u>generally can</u> understand written texts that include visuals and may contain a few words or phrases in English, for example:</p> <ul style="list-style-type: none"> <li>• Interpret information from graphs, charts, and other visual information</li> <li>• Comprehend short text with</li> </ul>	<p>A student at this level <u>generally can</u> understand written language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Identify main ideas in written information</li> <li>• Identify main actors and events in</li> </ul>				

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illustrations and simple and familiar language	stories and				
• Identify steps in processes presented in graphs or short texts with illustrations					
• Identify words and phrases that express opinions and claims					



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		<p>A student at this level <u>generally can</u> understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Classify main ideas and examples in written information</li> <li>• Identify main information that tells who, what,</li> </ul>	<p>A student at this level <u>generally can</u> understand written language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Distinguish view points and justifications described in editorials and other written texts</li> <li>• Identify main ideas and details</li> </ul>	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Summarize information on a variety of topics and for a variety of purposes</li> <li>• Compare ideas and information</li> </ul>	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Evaluate written information from various sources of information</li> <li>• Conduct research and synthesizing</li> </ul>
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	<p>simple texts with pictures or graphs</p> <ul style="list-style-type: none"> <li>• Sequence pictures, events or steps in processes</li> <li>• Distinguish between claim and evidence statements</li> </ul>	<p>when or where something happened</p> <ul style="list-style-type: none"> <li>• Identify steps in written processes and procedures</li> <li>• Recognize language related to claims and supporting evidence</li> </ul>	<p>in informational and fictional texts</p> <ul style="list-style-type: none"> <li>• Recognize biases and diverse perspectives in written text</li> <li>• Connect claims, evidence and examples in a variety of written sources</li> </ul>	<p>across various texts</p> <ul style="list-style-type: none"> <li>• Identify causes, effects and consequences of events from written information</li> <li>• Recognize claims and supporting evidence around specific issues or concepts</li> </ul>	<p>information from multiple sources</p> <ul style="list-style-type: none"> <li>• Distinguish various processes based on details in written texts</li> <li>• Recognize different ideas and claims and evidence about a variety of issues</li> </ul>
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## Proficiency Level - Writing

[illegible]

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<p>writing using visuals, symbols and may contain few words in English, for example:</p> <ul style="list-style-type: none"> <li>• Express ideas or concepts using text and illustrations</li> <li>• Share personal experiences through drawings and words</li> <li>• Label steps in processes presented in graphs or short texts</li> <li>• State opinions or preferences through text and illustrations</li> </ul>	<p>writing in English using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Describe ideas or concepts using phrases or short sentences</li> <li>• Label illustrations describing what, when, or where something happened</li> <li>• State steps in processes or procedures</li> <li>• Express opinions about specific topics or situations</li> </ul>	<p>writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Describe familiar issues and events</li> <li>• Create stories or short narratives</li> <li>• Describe processes and procedures with some details</li> <li>• Give opinions with reasons in a few short sentences</li> </ul>	<p>writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Produce papers describing specific ideas or concepts</li> <li>• Narrate stories with details of people, events and situations</li> <li>• Create explanatory text that includes details or examples</li> <li>• Provide opinions supported by reasons with details</li> </ul>	<p>writing using language from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Create detailed opinion pieces about a variety of topics</li> <li>• Write summaries of various types of texts</li> <li>• Describe causes, effects and consequences of processes and events</li> <li>• Express and defend positions supported by examples and reasons</li> </ul>	<p>writing in English using language from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Produce clearly organized commentaries and editorials on various issues</li> <li>• Elaborate narratives with rich, descriptive language and complex organization</li> <li>• Create formal written reports on a variety of issues, ideas and information</li> <li>• Produce well organized persuasive essays using complex and technical language</li> </ul>
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