

GRADE 2 GRADING BENCHMARK STATEMENTS

ELA: Reading: Literature and Informational Text: Grade 2: Statement #1:

Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Semester	1	2	3
1	<p>The student demonstrates limited success with the ability to answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Evidence may include: Stop & Jots and Reading conferences Fountas/Pinnell Benchmark Assessments (independent level), Partner work</p>	<p>The student demonstrates partial success with the ability to ask and/or answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Evidence may include: Stop & Jots and Reading conferences Fountas/Pinnell Benchmark Assessments (independent level), Partner work</p>	<p>The student is able to independently ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text and attempts to answer his/her own questions.</p> <p>Evidence may include: Stop & Jots and Reading conferences Fountas/Pinnell Benchmark Assessments (independent level), Partner work</p>
2	<p>The student demonstrates limited success with the ability to answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Evidence may include: Becoming Experts: Reading Nonfiction Grade 2: Nonfiction, Unit 2 Post assessment, Stop & Jots and Reading conferences Fountas/Pinnell Benchmark Assessments (independent level)</p>	<p>The student demonstrates partial success with the ability to ask and/or answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Evidence may include: Becoming Experts: Reading Nonfiction Grade 2: Nonfiction, Unit 2 Post assessment, Stop & Jots and Reading conferences Fountas/Pinnell Benchmark Assessments (independent level)</p>	<p>The student is able to independently ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Evidence may include: Becoming Experts: Reading Nonfiction Grade 2: Nonfiction, Unit 2 Post assessment, Stop & Jots and Reading conferences Fountas/Pinnell Benchmark Assessments (independent level)</p>

ELA: Reading: Literature and Informational Text: Grade 2: Statement #2:

Retells the overall structure of a story, including beginning, middle, and end as well as central message/theme.

Semester	1	2	3
1	<p>The student demonstrates limited success with the ability to retell the overall structure of a story, including beginning, middle, and end.</p> <p>Evidence may include: The student may be able to decode texts at a variety of reading levels but has difficulty with retelling at all reading levels, Anecdotal Records</p>	<p>The student demonstrates partial success with the ability to retell the overall structure of a story, including beginning, middle, and end, which may include a central message/theme.</p> <p>Evidence may include: Running Record. Within the Text comprehension score of 2 on student's independent reading level, Anecdotal Records</p>	<p>The student will be able to retell the structure of a story, including a detailed description of the beginning, middle, and end, as well as central message/theme.</p> <p>Evidence may include: Running Record, Within the Text comprehension score of 3 on student's independent reading level, Anecdotal records</p>
2	<p>The student demonstrates limited success with the ability to retell the overall structure of a story, including beginning, middle, and end.</p> <p>Evidence may include: The student may be able to decode texts at a variety of reading levels but has difficulty with retelling at all reading levels</p> <p>Series Book Clubs Performance assessment a score of 0</p> <p>Anecdotal Records</p>	<p>The student demonstrates partial success with the ability to retell the overall structure of a story, including beginning, middle, and end, which may include a central message/theme.</p> <p>Evidence may include: Running Record. Within the Text comprehension score of 2 on student's independent reading level</p> <p>Series Book Clubs Performance assessment either question 1 or 2 correct</p> <p>Anecdotal Records</p>	<p>The student will be able to retell the structure of a story, including a detailed description of the beginning, middle, and end, as well as central message/theme.</p> <p>Evidence may include: Running Record, Within the Text comprehension score of 3 on student's independent reading level</p> <p>Series Book Clubs Performance assessment questions 1 & 2 correct</p> <p>Anecdotal records</p>

ELA: Reading: Literature and Informational Text: Grade 2: Statement #3:

Reads and comprehends on grade level.

Semester	1	2	3
1	<p>Student can read and comprehend two or more levels below the current grade level benchmark.</p> <p>Evidence may include: Running Records: 95%+ accuracy score and a comprehension rating of Satisfactory (5-7) on I or below</p> <p>Anecdotal Records</p>	<p>Student can read and comprehend one level below the current grade level benchmark.</p> <p>Evidence may include: Running Records score of 95% + accuracy and a comprehension rating of satisfactory (5-7) on J.</p> <p>Anecdotal records</p>	<p>The student will be able to read and comprehend on grade level.</p> <p>Evidence may include: Running Records score of 95% + accuracy and a comprehension rating of satisfactory (5-7) on K or above text.</p> <p>Anecdotal records</p>
2	<p>Student can read and comprehend two or more levels below the current grade level benchmark.</p> <p>Evidence may include: Running Records: 95%+ accuracy score and a comprehension rating of Satisfactory (5-7) on K or below</p> <p>Anecdotal Records</p>	<p>Student can read and comprehend one level below the current grade level benchmark.</p> <p>Evidence may include: Running Records: 98%+ accuracy score and a comprehension rating of Satisfactory (7-10) on an L text</p> <p>Anecdotal Records</p>	<p>The student will be able to read and comprehend on grade level.</p> <p>Evidence may include: Running Records: 98%+ accuracy score and a comprehension rating of Satisfactory (7-10) on M or above text.</p> <p>Anecdotal records</p>

ELA: Reading: Foundational Skills: Grade 2: Statement #1:

Knows and applies grade level phonics and word analysis skills in decoding words

Semester	1	2	3
1	<p>Student demonstrates limited success in the ability to know and apply phonics and word analysis skills in decoding words.</p> <p>Evidence may include: Phonics Survey: Students will score:</p> <ul style="list-style-type: none">● 5 or below on task 5.● 10 or below on task 6.● 4 or below on task 8.● 1 or below on task 9. <p>Running Records: 96%+ accuracy score on texts I or below.</p> <p>Anecdotal Records</p>	<p>Student is able to know and apply some grade-level phonics and word analysis skills in decoding words</p> <p>Evidence may include: Phonics Survey: Students will score at least:</p> <ul style="list-style-type: none">● 6+ on task 5.● 11/20 on task 6.● 5/10 on task 8.● 2/10 on task 9. <p>Running Records: 96%+ accuracy score on J text.</p> <p>Anecdotal Records</p>	<p>The student is able to know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Evidence may include: Phonics Survey: Students will score at least:</p> <ul style="list-style-type: none">● 9/10 on task 5.● 18/20 on task 6.● 9/10 on task 8.● 5/10 on task 9. <p>Running Records: 96%+ accuracy score on K or above text.</p> <p>Anecdotal Records</p>
2	<p>Student demonstrates limited success in the ability to know and apply phonics and word analysis skills in decoding words.</p> <p>Evidence may include: Students will score:</p> <ul style="list-style-type: none">● 7 or below on task 5.● 15 or below on task 6.● 7 or below on task 8.● 7 or below on task 9. <p>Running Records: 96%+ accuracy score on texts K or below.</p> <p>Anecdotal Records</p>	<p>Student is able to know and apply some grade-level phonics and word analysis skills in decoding words</p> <p>Evidence may include: Students will score at least:</p> <ul style="list-style-type: none">● 8/10 on task 5.● 16/20 on task 6.● 8/10 on task 8.● 8/10 on task 9. <p>Running Records: 98%+ accuracy score on L text.</p> <p>Anecdotal Records</p>	<p>The student is able to know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Evidence may include: Students will score at least:</p> <ul style="list-style-type: none">● 9/10 on task 5.● 18/20 on task 6.● 9/10 on task 8.● 9/10 on task 9. <p>Running Records: 98%+ accuracy score on M or above text.</p> <p>Anecdotal Records</p>

ELA: Reading: Foundational Skills: Grade 2: Statement #2:

Reads with sufficient accuracy and fluency to support comprehension on grade level texts.

Semester	1	2	3
1	<p>The student demonstrates limited success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 0-1 and accuracy score 96%+ on Level I or below texts</p> <p>Reading conferences/ Anecdotal notes</p>	<p>The student demonstrates partial success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 2 and accuracy score 96%+ on Level J text</p> <p>Reading conferences/ Anecdotal notes</p>	<p>The student reads with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 3 and accuracy score of 96%+ on Level K or above texts.</p> <p>Reading conferences/ Anecdotal notes</p>
2	<p>The student demonstrates limited success with reading with sufficient accuracy and fluency to support comprehension.</p> <p>Evidence may include: Running Record fluency score of 0-1 and accuracy score 96%+ on Level K or below texts.</p> <p>Reading conferences/ Anecdotal notes</p>	<p>The student demonstrates partial success with reading with sufficient accuracy and fluency to support comprehension.</p> <p>Evidence may include: Running Record fluency score of 2 and accuracy score 96%+ on Level L texts.</p> <p>Reading conferences/ Anecdotal notes</p>	<p>The student reads with sufficient accuracy and fluency to support comprehension at the student's independent reading level.</p> <p>Evidence may include: Running Record fluency score of 3 and accuracy score of 96%+ on Level M or above texts.</p> <p>Reading conferences/ Anecdotal notes</p>

ELA: Language: Grade 2: Statement #1:

Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Semester	1	2	3
1 & 2	<p>The student demonstrates limited success at the ability to use conventions of standard English capitalization, punctuation, and/or spelling when writing.</p> <p>Evidence may include: Students meet none of second grade criteria under each indicator of the language section of the learning progressions.</p> <p>Writing conferences/ Student writing folder</p>	<p>The student demonstrates partial success at the ability to use conventions of standard English capitalization, punctuation, and/or spelling when writing.</p> <p>Evidence may include: Students meet either the second grade criteria under the spelling indicator of the language section of the learning progression or the second grade criteria under the punctuation indicator of the language section of the learning progression.</p> <p>Writing conferences/ Student writing folder</p>	<p>The student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Evidence may include: Students meet all or almost all of second grade criteria under each indicator of the language section of the learning progressions.</p> <p>Writing conferences/ Student writing folder</p>

ELA: Language: Grade 2: Statement #2:

Generalizes learned spelling patterns when writing words.

Semester	1	2	3
1 & 2	<p>The student does not apply learned spelling patterns when writing words.</p> <p>Evidence may include: Scores less than 2 on the spelling section on the on demand writing rubrics and rarely uses learned spelling patterns when writing independently, as evidenced by student's writing folder. Weekly spelling tests</p>	<p>The student inconsistently uses learned spelling patterns when writing words.</p> <p>Evidence may include: Scores a 2+ on the spelling section on the on demand writing rubrics and attempts to use learned spelling patterns when writing independently, as evidenced by student's writing folder. Weekly spelling tests</p>	<p>The student generalizes learned spelling patterns when writing words.</p> <p>Evidence may include: Scores at least a 3 on the spelling section on the on demand writing rubrics and consistently and correctly uses learned spelling patterns when writing independently, as evidenced by student's writing folder.</p> <p>Weekly spelling tests</p>

ELA: Writing: Grade 2: Statement #1:

Writes opinion pieces which include an introduction, opinion, and supporting reasons.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	<p>Student demonstrates limited success with the ability to write complete opinion pieces, which may include an introduction, opinion, and/or supporting reasons.</p> <p>Evidence may include: Students meet few or none of second grade criteria under each indicator of the structure and development section of the Narrative Learning Progression.</p> <p>Writing conferences/ Student writing folder</p>	<p>Student demonstrates partial success with the ability to write complete opinion pieces, which may include an introduction, opinion, and/or supporting reasons.</p> <p>Evidence may include: Students meet some of second grade criteria under each indicator of the structure and development section of the Narrative Learning Progression.</p> <p>Writing conferences/ Student writing folder</p>	<p>The student writes opinion pieces which include an introduction, opinion, and supporting reasons.</p> <p>Evidence may include: Students meet all or almost all of second grade criteria under each indicator of the structure and development section of the Narrative Learning Progression.</p> <p>Writing conferences/ Student writing folder</p>

ELA: Writing: Grade 2: Statement #2:

Writes narratives that recount a well-elaborated event or short sequence of events; includes details to describe actions, thoughts, and feelings; uses temporal words to signal event order, and provides a sense of closure.

Semester	1	2	3
1 & 2	<p>The student demonstrates limited success in the ability to write complete narratives in which they recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and/or provide a sense of closure.</p> <p>Evidence may include: Students meet few or none of second grade criteria under each indicator of the structure and development section of the Narrative Learning Progression.</p> <p>Writing conferences/ Student writing folder</p>	<p>The student demonstrates partial success in the ability to write complete narratives in which they recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and/or provide a sense of closure.</p> <p>Evidence may include: Students meet some of second grade criteria under each indicator of the structure and development section of the Narrative Learning Progression.</p> <p>Writing conferences/ Student writing folder</p>	<p>The student is able to 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, and provide a sense of closure.</p> <p>Evidence may include: Students meet all or almost all of second grade criteria under each indicator of the structure and development section of the Narrative Learning Progression.</p> <p>Writing conferences/ Student writing folder</p>

ELA: Writing: Grade 2: Statement #3:

Writes informative/explanatory texts on one topic that names a topic, includes facts about that topic and provides a conclusion.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	<p>The student demonstrates limited success in the ability to write informative/explanatory texts on one topic in which they name a topic, includes facts about that topic and/or provides a conclusion</p> <p>Evidence may include: Students meet few or none of second grade criteria under each indicator of the structure and development section of the Information Learning Progression.</p> <p>Writing conferences/ Student writing folder</p>	<p>The student demonstrates partial success in the ability to write informative/explanatory texts on one topic in which they name a topic, includes facts about that topic and/or provides a conclusion.</p> <p>Evidence may include: Students meet some of second grade criteria under each indicator of the structure and development section of the Information Learning Progression.</p> <p>Writing conferences/ Student writing folder</p>	<p>The student is able to write informative/explanatory texts on one topic in which they name a topic, includes facts about that topic and provides a conclusion.</p> <p>Evidence may include: Students meet all or almost all of second grade criteria under each indicator of the structure and development section of the Information Learning Progression.</p> <p>Writing conferences/ Student writing folder</p>

Math: Grade 2: Statement #1:

Fluently solves addition facts within 20.

Semester	1	2	3
1	Student score of 0-49% on the fact fluency assessment version 2.	Student score of 50-89% on the fact fluency assessment version 2.	Student score of 90-100% on fact fluency assessments version 2.
2	Student score of 0-49% on the fact fluency assessment version 4.	Student score of 50-89% on the fact fluency assessment version 4.	Student score of 90-100% on the fact fluency assessment version 4.

Math: Grade 2: Statement #2:

Fluently solves subtraction facts within 20.

Semester	1	2	3
1	Student score of 0-49% on the fact fluency assessment version 2.	Student score of 50-89% on the fact fluency assessment version 2.	Student score of 90-100% on the fact fluency assessment version 2.
2	Student score of 0-49% on the fact fluency assessment version 4.	Student score of 50-89% on the fact fluency assessment version 4.	Student score of 90-100% on the fact fluency assessment version 4.

Math: Grade 2: Statement #3:

Uses place value to identify each part of a number into the hundreds and to compare and order a set of numbers.

Semester	1	2	3
1	Student is not yet able, or shows limited success using place value to identify or compare each part of a number into the hundreds. Evidence may include: Unit 1 Stop Lights and the Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.	Student shows partial success using place value to identify or compare each part of a number into the hundreds. Evidence may include: Unit 1 Stop Lights and the Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.	Student is able to successfully use place value to identify or compare each part of a number into the hundreds. Evidence may include: Unit 1 Stop Lights and the Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.
2	N/A	N/A	N/A

Math: Grade 2: Statement #4:

Works with equal groups of objects to gain foundations for multiplication.

Semester	1	2	3
1	Student is not yet able, or shows limited success when working with equal groups to build multiplication foundations Evidence may include: Stop Light and Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.	Student shows partial success when working with equal groups to build multiplication foundations Evidence may include: Stop Light and Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.	Student is able to work with equal groups to build multiplication foundations successfully Evidence may include: Stop Light and Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.
2	N/A	N/A	N/A

Math: Grade 2: Statement #5:

Uses models and strategies to add and subtract numbers up to 3-digits and regroup when necessary.

Semester	1	2	3
1	Student is not yet able, or shows limited success using models to add or subtract 3-digit numbers Evidence may include: Unit 2 and 3 Stop Lights and the Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.	Student shows partial success using models to add or subtract 3-digit numbers Evidence may include: Unit 2 and 3 Stop Lights and the Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.	Student is able to successfully use models to both add and subtract 3-digit numbers. Evidence may include: Unit 2 and 3 Stop Lights and the Fall and Mid Year Benchmark Assessments, in addition to supplemental classroom assessments.
2	N/A	N/A	N/A

Math: Grade 2: Statement #6:

Uses addition and subtraction within 100 to solve word problems using objects, drawings, and equations with a symbol.

Semester	1	2	3
1	<p>Student is not yet able, or shows limited success when using addition and subtraction to solve word problems within 100.</p> <p>Evidence may include: Mid-Year Benchmark Assessment and Unit 3 Stop Light Assessment, in addition to supplemental classroom assessments.</p>	<p>Student shows partial success when using addition and subtraction to solve word problems within 100.</p> <p>Evidence may include: Mid-Year Benchmark Assessment and Unit 3 Stop Light Assessment, in addition to supplemental classroom assessments.</p>	<p>Student is able to successfully use addition and subtraction to solve word problems within 100.</p> <p>Evidence may include: Mid-Year Benchmark Assessment and Unit 3 Stop Light Assessment, in addition to supplemental classroom assessments.</p>
2	<p>Student is not yet able, or shows limited success when using addition and subtraction to solve word problems within 100.</p> <p>Evidence may include: End of Year and Spring Problem Solving Benchmark Assessments, in addition to supplemental classroom assessments.</p>	<p>Student shows partial success when using addition and subtraction to solve word problems within 100.</p> <p>Evidence may include: End of Year and Spring Problem Solving Benchmark Assessments, in addition to supplemental classroom assessments.</p>	<p>Student is able to successfully use addition and subtraction to solve word problems within 100.</p> <p>Evidence may include: End of Year and Spring Problem Solving Benchmark Assessments, in addition to supplemental classroom assessments.</p>

Math: Grade 2: Statement #7:

Recognizes, draws, and names shapes based on their attributes and partitions shapes into equal parts.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student is not yet able, or has limited success when drawing, partitioning and identifying shapes based upon their attributes</p> <p>Evidence may include: Stop Light and End of Year Benchmark Assessments, in addition to supplemental classroom assessments.</p>	<p>Student has partial success when drawing, partitioning and identifying shapes based upon their attributes</p> <p>Evidence may include: Stop Light and End of Year Benchmark Assessments, in addition to supplemental classroom assessments.</p>	<p>Student is able to successfully draw, partition, and identify shapes based upon their attributes</p> <p>Evidence may include: Stop Light and End of Year Benchmark Assessments, in addition to supplemental classroom assessments.</p>

Math: Grade 2: Statement #8:

Works with time to the nearest five minutes and solves word problems involving money.

Semester	1	2	3
1	N/A	N/A	N/A
2	Student is not yet able, or shows limited success when telling time or solving problems involving money Evidence may include: Unit 6 Stop Light and End of Year Benchmark Assessment, in addition to supplemental classroom assessments.	Student shows partial success when telling time or solving problems involving money Evidence may include: Unit 6 Stop Light and End of Year Benchmark Assessment, in addition to supplemental classroom assessments.	Student is able to successfully tell time and solve problems involving money Evidence may include: Unit 6 Stop Light and End of Year Benchmark Assessment, in addition to supplemental classroom assessments.

Math: Grade 2: Statement #9:

Generates, reads, and interprets data in varying graphs.

Semester	1	2	3
1	N/A	N/A	N/A
2	Student is not yet able, or has limited success when creating, reading, and interpreting data Evidence may include: Unit 7 Stop Light and End of Year Benchmark Assessments, in addition to supplemental classroom assessments.	Student has partial success when creating, reading, and interpreting data Evidence may include: Unit 7 Stop Light and End of Year Benchmark Assessments, in addition to supplemental classroom assessments.	Student is able to successfully create, read, and interpret data Evidence may include: Unit 7 Stop Light and End of Year Benchmark Assessments, in addition to supplemental classroom assessments.

Math: Grade 2: Statement #10:

Measures the lengths of objects using standard units and relate to addition and subtraction within 100.

Semester	1	2	3
1	N/A	N/A	N/A
2	Student is not yet able, or shows limited success when measuring objects in standard units Evidence may include: Unit 5 Stop Light and End of Year Benchmark Assessment, in addition to supplemental classroom assessments.	Student shows partial success when measuring objects in standard units Evidence may include: Unit 5 Stop Light and End of Year Benchmark Assessment, in addition to supplemental classroom assessments.	Student is able to successfully measure objects in standard units Evidence may include: Unit 5 Stop Light and End of Year Benchmark Assessment, in addition to supplemental classroom assessments.

Science: Grade 2: Statement #1:

Communicates a claim supported by relevant evidence both verbally and in writing.

Semester	1	2	3
1 & 2	<p>The student is able to communicate a claim supported by relevant evidence both verbally and in writing with direct teacher support.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and Science Journal Checklist “written response”</p>	<p>The student is able to communicate a claim supported by relevant evidence both verbally and in writing with teacher guidance.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and Science Journal Checklist “written response”</p>	<p>The student can clearly communicate a claim supported by relevant evidence both verbally and in writing independently.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and Science Journal Checklist “written response”</p>

Science: Grade 2: Statement #2:

Develops and communicates a simple sketch, drawing, or physical model to represent an object or tool that can solve a given problem.

Semester	1	2	3
1 & 2	<p>The student is able to develop and communicate a simple sketch, drawing, or physical model to represent an object or tool that can solve a given problem with direct support.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals</p>	<p>The student is able to develop and communicate a simple sketch, drawing, or physical model to represent an object or tool that can solve a given problem with teacher guidance.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals</p>	<p>The student is able to develop and communicate a simple sketch, drawing, or physical model to represent an object or tool that can solve a given problem independently.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals</p>

Science: Grade 2: Statement #3:

Recognizes that different types of matter exist (solids and liquids), have observable properties, are suited for different purposes, and can change temporarily or permanently depending on temperature.

Semester	1	2	3
1	<p>Student is not yet able to understand that different types of matter exist (solids and liquids), have observable properties, are suited for different purposes, and can change temporarily or permanently depending on temperature.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and the Unit 2 Performance Assessment</p>	<p>Student is able to demonstrate some understanding that different types of matter exist (solids and liquids), have observable properties, are suited for different purposes, and can change temporarily or permanently depending on temperature.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and the Unit 2 Performance Assessment</p>	<p>Student is able demonstrate a full understanding that different types of matter exist (solids and liquids), have observable properties, are suited for different purposes, and can change temporarily or permanently depending on temperature.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and the Unit 2 Performance Assessment</p>
2	N/A	N/A	N/A

Science: Grade 2: Statement #4:

Recognizes that wind and water can change the land quickly or slowly.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>The student is not yet able to understand that both wind water change the land quickly and slowly.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and the Unit 1 Performance Assessment</p>	<p>Able to demonstrate some understanding that both wind and water change the land quickly and slowly.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and the Unit 1 Performance Assessment</p>	<p>Able to demonstrate a full understanding that both wind and water change the land quickly and slowly.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and the Unit 1 Performance Assessment</p>

Science: Grade 2: Statement #5:

Recognizes that plants and animals depend on water, light, and each other to grow and survive.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Not yet able to understand that plants and animals depend on water, light, and each other to grow and survive.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and the Unit 3 Performance Assessment</p>	<p>Able to demonstrate some understanding that plants and animals depend on water, light, and each other to grow and survive.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and the Unit 3 Performance Assessment</p>	<p>Able to demonstrate a full understanding that plants and animals depend on water, light, and each other to grow and survive.</p> <p>Evidence may include: Anecdotal notes of student conversations and behaviors as well as Student Science Journals and the Unit 3 Performance Assessment</p>