

Visual Arts - Grade 2

	4 - Excelling	3 - Meeting	2 - Approaching	1 – Working Below
Create - 2	Consistently shows strong application of processes and techniques taught and emerging creative ideas.	Often shows strong application of processes and techniques taught.	Sometimes shows application of processes and techniques taught.	Rarely shows application of processes and techniques taught.
	Consistently demonstrates willingness to try something new.	Often demonstrates willingness to try something new.	Sometimes demonstrates willingness to try something new.	Rarely demonstrates willingness to try something new.
	Skillfully creates works that visually express ideas, thoughts, responses, feelings and/or personal experiences.	Creates works that visually express ideas, thoughts, responses, feelings and/or personal experiences.	Sometimes creates works that visually express ideas, thoughts, responses, feelings and/or personal experiences.	Rarely willing to create works that visually express ideas, thoughts, responses, feelings and/or personal experiences.
Connect & Communicate - 2	Consistently respects and makes safe use of the tools and working spaces.	Often respects and makes safe use of the tools and working spaces.	Sometimes respects and makes safe use of the tools and working spaces.	Rarely respects and makes safe use of the tools and working spaces.
	Consistently works independently and asks for support when needed.	Often works independently but may need some support at times.	Sometimes works independently and often requires support.	Rarely able to work independently and requires continuous support.
	Consistently problem solves and works cooperatively with others.	Often problem solves and works cooperatively with others.	Sometimes problem solves and works cooperatively with others.	Rarely problem solves or works cooperatively with others.
	Consistently uses respectful language and art terminology that has been taught when looking at art.	Often uses considerate, respectful language and art terminology that has been taught when looking at art.	Sometimes uses considerate, respectful language and art terminology that has been taught when looking at art.	Rarely uses considerate, respectful language or art terminology that has been taught when looking at art.
	Consistently offers relevant responses and contributes meaningful ideas during art talks.	Often offers relevant responses and contributes meaningful ideas during art talks.	Sometimes offers relevant responses and contributes ideas during art talks.	Rarely offers relevant responses or contributes ideas during art talks.
	Consistently uses strong observation, description, analysis and interpretation skills to discuss artworks.	Often uses appropriate observation, description, analysis and interpretation skills to discuss artworks.	Sometimes uses appropriate observation, description, analysis and interpretation skills to discuss artworks.	Rarely uses observation, description, analysis and interpretation skills to discuss artworks.

Visual Arts - Grade 2

Clearly and thoughtfully shares personal meaning behind their artworks.	Often is willing to share personal meaning behind their artworks.	Sometimes is willing to share personal meaning behind their artworks.	Rarely willing to share personal meaning behind their artworks.
Evidence: Series of self-portraits, Portfolios, Observation Checklists, Exit Slips, Graphic Organizers, Students Journals, Photography for 3D works, Art Talks and/or Shows, Responses to Literature such as Eric Carle, Barbara Reid, Ezra Jack Keats, Lois Elhert, etc.			

English Language Arts - Grade 2

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

Speaking and Listening Standards: To be added in October 2015

Reading and Writing Standards:

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Grade%202%20%20FINAL,%20October%206.pdf>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Speaking and Listening - 2	Speaking	<p>Consistently shares and explains thoughts, opinions, feelings and experiences.</p> <p>Consistently listens to the ideas and opinions of others.</p> <p>Consistently sustains a 1:1 conversation, using cues and conventions to communicate ideas and feelings and to extend conversation.</p>	<p>Often shares and explains thoughts, opinions, feelings and experiences.</p> <p>Often listens to and builds off the ideas and opinions of others.</p> <p>Routinely sustains a 1:1 conversation, using cues and conventions to communicate ideas and feelings.</p>	<p>Sometimes shares thoughts, opinions, feelings and experiences.</p> <p>Sometimes listens to the ideas and opinions of others.</p> <p>May require prompting to sustain a 1:1 conversation, and use cues and conventions to communicate ideas and feelings.</p>	<p>Rarely shares thoughts, opinions, feelings and experiences.</p> <p>Rarely listens to the ideas and opinions of others.</p> <p>Very limited ability to sustain a 1:1 conversation, and rarely uses cues and conventions to communicate ideas and feelings.</p>
	Listening Comprehension	<p>Always understands key ideas and overall message.</p> <p>Consistently responds appropriately to instructions and questions.</p> <p>Purposefully focusses on speaker for short time spans, asks relevant (clarifying and probing) questions.</p>	<p>Usually understands key ideas and overall message.</p> <p>Generally responds appropriately to instructions and questions.</p> <p>Focusses on speaker for short time spans (7-8 minutes), asks related questions (on topic).</p>	<p>Somewhat understands key ideas and gets the gist of the message.</p> <p>To some extent responds appropriately to instructions and directions.</p> <p>Partially focusses on speaker, ask questions on topic, but may require prompting to form the questions.</p>	<p>Unable to understand key ideas or misses the overall message.</p> <p>Seldom responds appropriately to instructions and questions.</p> <p>Unable to focus on speaker even for very short time spans.</p>
		Evidence: small-group conferences, observations of engagement (levels of participation and frequency), show and share, observations of think-pair-share and turn taking			

English Language Arts - Grade 2

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Reading and Viewing - 2	Strategies and Behaviours	<p>Efficiently uses all cuing systems (sounds, language, word order, and context) to monitor and self-correct.</p> <p>Adds new vocabulary to large personal bank of sight-words.</p>	<p>Effectively uses a combination of cues (sounds, language, word order, and context) to monitor and self-correct.</p> <p>Has acquired a large sight-word bank of personally significant words.</p>	<p>With prompting, uses a combination of cues (sounds, language, word order, and context) to monitor and self-correct.</p> <p>Recognizes high-frequency words and has a sight-word bank of personally significant words.</p>	<p>Requires extensive support to use cues or a combination of cues (sounds, language, word order, context) to monitor and self-correct.</p> <p>Recognizes some high-frequency words, and has a limited bank of personally significant sight words.</p>
	Comprehension	<p>Responds accurately to literal questions (main idea, supporting details, retells).</p> <p>Makes interpretations (beyond the obvious) using context clues, background knowledge, and text features.</p> <p>Personal connections are relevant to the details in the text.</p>	<p>Usually responds accurately to literal questions (main idea, supporting details, retells).</p> <p>Often makes simple inferences using context clues, background knowledge, and text features.</p> <p>Personal text-to-text connections may be general or obvious.</p>	<p>With prompting, responds accurately to literal questions (main idea, supporting details, and retells).</p> <p>Sometimes makes simple inferences using context clues, background knowledge, and text features.</p> <p>Personal connections may be unrelated or reflect a superficial understanding of the text.</p>	<p>Requires extensive support to respond to literal questions.</p> <p>Rarely uses context clues, background knowledge, and text features to make simple inferences.</p> <p>Personal connections are seldom made.</p>

English Language Arts - Grade 2

Level of Text Complexity*	Independently selects and reads texts at a complexity considered beyond target level.	Selects reads texts at a complexity considered at target level.	Has some difficulty reading texts at a complexity considered at target level. Reads independently somewhat below target level, (not more than a full year).	Has a great deal of difficulty reading texts at target level. Reads independently well-below target level (more than a full year). Knows most letter-sound relationships, may have gaps in phonological awareness.
Evidence: reading conferences, record of contributions during read alouds, observations of independent reading behaviours, reading records				
<p>* End-of-grade text complexity for Grade 2 students is described below. Indicators specific to literary and information texts are described in the standards guide.</p> <p>Knowledge demands: some content beyond children’s typical “lived” experiences requiring them to draw upon knowledge gained from reading, viewing and discussions</p> <p>Themes: familiar themes that are starting to reflect more universal ideas (e.g., friendship, bravery)</p> <p>Sentences: longer, simple sentences with variety in the placement of adjectives, adverbs, phrases and subject/verbs; numerous compound sentences and a few complex sentences with clauses</p> <p>Language: more uncommon words and phrases than in earlier levels as well as content-specific vocabulary (usually explained or illustrated); some figurative (e.g., simile) and book language beyond expressive language; descriptive language, usually dealing with concrete/physical attributes</p> <p>Word complexity: many 2-3 syllable words, including plurals, contractions, possessives, compound words and words with suffixes (most multi-syllable words are within reader’s decoding control)</p> <p>Graphics/illustrations: illustrations/photographs that match text but are not necessary for word-solving</p> <p>Layout: a varying number of lines of text per page with sentences consistently organized in short paragraphs; sentences that frequently carry over 2-3 lines; some longer sentences that start at left margin; large clear font with ample spacing provided between lines and some variation in text layouts; early chapter books with particularly “friendly” layout</p>				

English Language Arts - Grade 2

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Writing and Representing - 2	Strategies and Behaviours	Independently uses grade-level strategies. Revises and edits (considering the audience), using writing tools or information from the writing conference. Able to sustain focus over extended text.	Often uses grade-level strategies. Revises and edits (mostly to add details or change words), using writing tools or information from the writing conference.	Needs prompting to use grade-level strategies and tools to complete the writing process. Needs regular monitoring and some support to complete a piece of writing.	Requires step-by-step directions to use grade-level strategies and writing tools. Unable to independently complete a piece of writing.
	Traits	Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in a variety of pieces and text forms.	Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in a variety of pieces and text forms.	Demonstrates <u>most</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in a variety of pieces and text forms.	Demonstrates a limited grasp of all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing.
	Text Forms	Follows directions to organize according to form and purpose, with attention to audience and purpose. Consistently includes features introduced in class and in books they are reading, where it makes sense in their writing.	Generally follows directions to organize according to form, with some attention to audience and purpose. Generally includes features introduced in class, may overuse.	With prompting, follows directions to organize according to form. With prompting includes features introduced in class, in situations where it makes sense.	Unaware of text form and purposes for writing.
		Evidence: Writer's notebook, writing process checklist (information gathered from changes to writing pieces over time), record of writing conferences			

Math - Grade 2

Number

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently counts, represents, compares, and orders a wide range of whole numbers and fractions accurately	Routinely and accurately counts, represents, compares and orders whole numbers	Sometimes counts, represents, compares and orders whole numbers and fractions accurately; may require pictorial or other models	Has difficulty counting (including skip counting), representing, comparing and ordering whole numbers, even with concrete or pictorial representations	
	Consistently makes connections between a wide range of whole numbers and fractions	Routinely makes connections between whole numbers and fractions	Sometimes makes connections between whole numbers and fractions	Rarely makes connections between whole numbers and fractions	
	Consistently uses benchmarks and patterns effectively and efficiently	Routinely and effectively uses benchmarks and patterns	Sometimes uses benchmarks and patterns	Rarely uses benchmarks and patterns	
	Consistently uses referents and estimation strategies effectively and efficiently	Routinely and effectively uses referents and estimation strategies	Sometimes uses referents and estimation strategies	Rarely uses referents and estimation strategies	
	Makes efficient, logical estimates to predict outcomes and check for reasonableness	Routinely makes effective and logical estimates to predict outcomes and check for reasonableness	Sometimes makes effective and logical estimates to predict outcomes and check for reasonableness	Rarely makes logical estimates to predict outcomes or check for reasonableness	
	Uses strategies (including mental math) effectively and efficiently	Routinely uses effective strategies (including mental math)	Sometimes uses effective strategies (including mental math)	Rarely uses effective strategies (including mental math)	
Consistently explains strategies and reasoning with clarity, precision and thoroughness	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning; explanations may be incomplete	Has difficulty explaining strategies and reasoning		
Rarely makes minor errors	Few minor errors	Some major errors	Many major errors		
<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>					

Math - Grade 2

Patterns and Relations

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes connections among concrete, pictorial and symbolic representations appropriately	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently and independently identifies, describes, extends, compares and creates a wide range of patterns	Routinely and accurately identifies, describes, extends, compares and creates patterns	Sometimes identifies, describes, extends, compares and creates patterns	Rarely identifies, describes, extends, compares and creates patterns	
	Consistently and independently makes connections among a wide range of representations of patterns (concrete, pictorial, written/oral)	Routinely makes connections among various representations of patterns (concrete, pictorial, written/oral)	Sometimes makes connections among various representations of patterns (written/oral, pictorial, concrete)	Rarely makes connections among various representations of patterns (concrete, pictorial, written/oral)	
	Consistently and independently uses patterns to solve a wide range of problems	Routinely uses patterns to solve problems	Sometimes uses patterns to solve problems	Rarely uses patterns to solve problems	
	Consistently and independently explains patterns and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains patterns and reasoning	Sometimes explains patterns and reasoning	Has difficulty explaining patterns and reasoning	
	Consistently represents (concretely, pictorially, symbolically) and explains more complex examples of equality and inequality	Routinely represents (concretely, pictorially, symbolically) and explains equality and inequality	Sometimes represents (concretely, pictorially, symbolically) and explains equality and inequality	Rarely represents (concretely, pictorially, symbolically) and explains equality and inequality	
	Rarely makes minor errors	Few minor errors	Some major errors	Many major errors	
<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>					

Math - Grade 2

Shape and Space

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes connections among concrete, pictorial and symbolic representations appropriately	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently and independently measures estimates, uses referents, and measures time, length, height and mass appropriately with non-standard units	Routinely and appropriately estimates, uses referents and measures time, length, height and mass with non-standard units	Sometimes estimates, uses referents, and measures time, length, height and mass appropriately with non-standard units	Has difficulty estimating, using referents, and measuring time, length, height and mass appropriately with non-standard units	
	Consistently uses referents and estimation strategies effectively and efficiently	Routinely and effectively uses referents and estimation strategies	Sometimes uses referents and estimation strategies	Has difficulty using referents and estimation strategies effectively	
	Consistently explains strategies and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning, or explanations may be incomplete	Has difficulty explaining strategies and reasoning	
	Consistently identifies, describes, constructs and sorts a wide range of 3-D objects using attributes	Routinely identifies, describes, constructs, compares and sorts 3-D objects and 2-D shapes using attributes	Sometimes identifies, describes, constructs, compares and sorts 3-D objects and 2-D shapes using attributes	Has difficulty identifying, describing, constructing, comparing and sorting 3-D objects and 2-D shapes using attributes	
	Consistently identifies, describes, creates and sorts a wide range of polygons using attributes	Routinely identifies, describes, creates and sorts polygons using attributes	Sometimes identifies, describes, creates and sorts polygons using attributes	Has difficulty identifying, describing, creating and sorting polygons using attributes	
	Consistently uses precise labels (including units) in diagrams	Routinely uses appropriate labels in diagrams	Sometimes uses appropriate labels in diagrams	Rarely uses appropriate labels in diagrams	
Rarely makes minor errors	Few minor errors	Some major errors	Many major errors		
<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>					

Math - Grade 2

Statistics (Statistics and Probability)

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes connections among concrete, pictorial and symbolic representations appropriately	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently and independently selects appropriate strategies for collecting data to solve a wide range of problems	Routinely selects appropriate strategies for collecting data to solve problems	Sometimes selects appropriate strategies for collecting data to solve problems	Rarely selects appropriate strategies for collecting data to solve problems	
	Consistently and independently organizes data in a way appropriate to purpose, and to solve a wide range of problems (tally marks, concrete graph, pictograph)	Routinely organizes data in a format appropriate to purpose, and to solve problems (tally marks, concrete graph, pictograph)	Sometimes organizes data in a way appropriate to purpose, and to solve problems (tally marks, concrete graph, pictograph)	Rarely organizes data in a way appropriate to purpose, and to solve problems (tally marks, concrete graph, pictograph)	
	Consistently and independently includes precise labels and headings in tables and graphs	Routinely includes appropriate labels and headings in tables and graphs	Sometimes includes appropriate labels and headings in tables and graphs	Rarely includes labels and headings in tables and graphs	
	Consistently and independently interprets a wide range of data appropriately to answer questions and solve problems	Routinely interprets data appropriately to answer questions and solve problems	Sometimes interprets data appropriately to answer questions and solve problems	Has difficulty interpreting data appropriately to answer questions and solve problems	
	Consistently and independently explains strategies and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning, or explanations may be incomplete	Has difficulty explaining strategies and reasoning	
	Rarely makes minor errors	Few minor errors	Some major errors	Many major errors	
<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>					

Evidence of Learning: Suggested Sources

Observations:

- Observe students using models (materials and manipulatives) and diagrams
- Observe students playing games.
- Observe students completing tasks
- Observe student presentations and demonstrations
- Use listening checklist of mathematical language
- Notes from guided math sessions
- “Gallery” walks

Conversations (oral/written):

- Conferences
- Interviews
- Whole class and group discussions
- Guided tasks
- Math talks
- Math journal entry
- Exit slips (written responses)
- Self- and peer assessment and reflection

Products:

- Quizzes (oral/written)
- Projects
- Tests
- Graphs
- Song, poem, art
- Work samples
- Exit slips or other responses to questions
- Math journal entry
- Photos of student use of models
- Group problem solving records
- Portfolios

Math - Grade 2

Glossary

Appropriate: is aligned with the expectations of the curriculum document (e.g., *Routinely selects and applies appropriate strategies to solve problems*).

Benchmarks: numbers used to compare and order other numbers (e.g., 5, 10, 25, 50, 100).

Concrete representation: using materials/manipulatives (e.g., counters, pattern blocks) to show a mathematical concept or solve a problem

Consistently: always acting or behaving in the same way and of the same quality

Effective: approach used consistently provides an accurate solution

Efficient: approach used has minimal number of steps (based on the expectations of the curriculum) and consistently provides an accurate solution

Pictorial representation: using drawings/diagrams (e.g., drawings of the model, number lines) to show a mathematical concept or solve a problem

Rarely: not often; even with support

Referent: a concrete representation of a quantity or a unit of measurement (it is helpful if the representation is personally meaningful)

Routinely: done very often with no support

Sometimes: occasionally and/or with support

Subitizing: using familiar arrangements of objects to determine how many there are without counting (e.g., dice)

Symbolic representation: using numbers and mathematical symbols (e.g., 9, +, ÷) to show a mathematical concept or solve a problem

Music - Grade 2

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Create - 2	Consistently with independence is able to notate and perform simple rhythmic and melodic patterns, using standard or adapted notation.	Often able to notate and perform simple rhythmic and melodic patterns, using standard or adapted notation.	Sometimes able to notate and perform simple rhythmic and melodic patterns, using standard or adapted notation.	Has difficulty notating and performing simple rhythmic and melodic patterns, using standard or adapted notation.
	Consistently with independence sings alone and with others with emphasis on pitch and diction using simple rounds and ostinato (repeated rhythmic and/or melodic patterns).	Often sings alone and with others with emphasis on pitch and diction using simple rounds and ostinato (repeated rhythmic and/or melodic patterns).	Sometimes sings alone and with others with emphasis on pitch and diction using simple rounds and ostinato (repeated rhythmic and/or melodic patterns).	Has difficulty singing alone and with others.
Connect & Communicate - 2	Consistently with independence expresses thoughts, experiences, and feelings through music.	Often expresses thoughts, experiences, and feelings through music.	Sometimes expresses thoughts, experiences, and feelings through music.	Has difficulty expressing thoughts, experiences, and feelings through music.
	Consistently with independence uses singing games and movement to enhance their music-making.	Often uses singing games and movement to enhance their music-making.	Sometimes uses singing games and movement to enhance their music-making.	Has difficulty using singing games and movement to enhance their music-making.
	Consistently with independence describes the music they encounter in daily life and the variety of purposes which it serves	Often describes the music they encounter in daily life and the variety of purposes which it serves.	Sometimes describes the music they encounter in daily life and the variety of purposes which it serves.	Has difficulty describing the music they encounter in daily life and the variety of purposes which it serves
	Consistently with independence describes their own and others' music-making with emphasis on beat, tempo, dynamics, high/low, and same/different.	Often describes their own and others' music-making with emphasis on beat, tempo, dynamics, high/low, and same/different.	Sometimes describes their own and others' music-making with emphasis on beat, tempo, dynamics, high/low, and same/different.	Has difficulty describing their own and others' music-making.
	Consistently with independence recognizes by sight and sound commonly used classroom instruments.	Often recognizes by sight and sound commonly used classroom instruments.	Sometimes recognizes by sight and sound commonly used classroom instruments.	Has difficulty recognizing by sight and sound commonly used classroom instruments.
<p>Evidence: Small/Large ensemble performance with individual assessment using tools such as student devised rubrics, self-assessments, peer assessments, video/audio evidence, etc. Musical Composition created using various means such as GarageBand, traditional notation, soundscape, NoteFlight or other various notation software programs. Listening journals, exit slips, observation checklists, Composer and/or Book talks, movement exercises, etc.</p>				

Physical Education Rubrics – Grades 2-3

Doing

Topic	Exceeding	Meeting	Approaching	Working Below
Movement Skills Specific Learning Outcomes: D1/D2; D10	Frequently performs a variety of movement skills. (ie. leap, skip, dodge, jump, forward roll)	Generally performs, a variety of movement skills. (ie. leap, skip, dodge, jump, forward roll)	Sometimes performs, a variety of movement skills. (ie. leap, skip, dodge, jump, forward roll)	Rarely selects and executes, with smoothness and fluidity, a variety of movement skills. (ie. leap, skip, dodge, jump, forward roll)
	Frequently applies acquired motor skills in simple, low organized games.	Generally applies acquired motor skills in simple, low organized games.	Sometimes applies acquired motor skills in simple, low organized games.	Rarely applies acquired motor skills in simple, low organized games.
Dance Specific Learning Outcomes: D3; D4; D5; D6	Frequently performs imaginative and original movement sequences in response to a variety of stimuli.	Generally performs imaginative and original movement sequences in response to a variety of stimuli.	Sometimes performs imaginative and original movement sequences in response to a variety of stimuli.	Rarely performs imaginative and original movement sequences in response to a variety of stimuli.
	Frequently executes basic dance steps using a combination of movement skills making few errors.	Generally executes basic dance steps using a combination of movement skills making some errors.	Sometimes some prompting and little confidence executes basic dance steps using a combination of movement skills making several errors.	Rarely executes basic dance steps using a combination of movement skills.
Gymnastics Specific Learning Outcomes: D7	Frequently invents a movement sequence using small apparatuses that is creative, complete and displays lots of effort and practice while respecting safety.	Generally invents a movement sequence using small apparatuses that is somewhat creative, complete and displays some effort and practice while respecting safety.	Sometimes invents a movement sequence using small apparatuses that is somewhat creative, and displays some effort and practice while respecting safety.	Rarely invents a movement sequence using small apparatuses while respecting safety.
Sending/Receiving (with and without implements) Specific Learning Outcomes: D8; D9; D11; D12; D13	Frequently executes various ways to retain and move an object with control.	Generally executes various ways to retain and move an object with control.	Sometimes executes various ways to retain and move an object with control.	Rarely executes various ways to retain and move an object with control.
	Frequently executes ways to send (throw) and receive (catch) a variety of objects with and without equipment.	Generally executes ways to send and receive a variety of objects with and without equipment.	Sometimes executes ways to send and receive a variety of objects with and without equipment.	Rarely executes ways to send and receive a variety of objects with and without equipment.
	Thoughtfully invents and describes using their own words games which have been	Easily invents and describes using their own words games which have been designed to	With some support invents and describes using their own words games which have been	Is not able to invent and describe using their own words games which have been

Physical Education Rubrics – Grades 2-3

	designed to practise specific skills.	practise specific skills.	designed to practise specific skills.	designed to practise specific skills.
	Frequently executes, with smoothness and fluidness, running, jumping and throwing skills.	Generally executes, with smoothness and fluidness, running, jumping and throwing skills.	Sometimes executes, with smoothness and fluidness, running, jumping and throwing skills.	Rarely executes, with smoothness and fluidness, running, jumping and throwing skills.
	Frequently executes activity-specific motor skills in a variety of alternative environments.	Generally executes activity-specific motor skills in a variety of alternative environments.	Sometimes executes activity-specific motor skills in a variety of alternative environments.	Rarely executes activity-specific motor skills in a variety of alternative environments.
Evidence	Observations through movement tasks, circuits, dance sequences, lead up games; self-assessments, peer assessments,			

Knowing

Topic	Exceeding	Meeting	Approaching	Below
Active Living/Fitness Specific Learning Outcomes: K1; K2; K3; K4	Regularly explains using their own words, the importance of participating daily in physical activities.	Often explains using their own words, the importance of participating daily in physical activities.	To some extent explains using their own words, the importance of participating daily in physical activities.	Seldom explains using their own words the importance of participating daily in physical activities.
	Thoughtfully explains the effects of healthy eating and personal well-being.	Generally explains the effects of healthy eating and personal well-being.	Slightly explains the effects of healthy eating and personal well-being.	Unwillingly explains the effects of healthy eating and personal well-being.
	Consistently lists various ways being physically active can be fun.	Usually lists various ways being physically active can be fun.	Occasionally lists various ways being physically active can be fun.	Never lists various ways being physically active can be fun.
	Thoughtfully explains, how working with a partner or group may affect performance.	Generally explains, how working with a partner or group may affect performance.	Slightly explains, how working with a partner or group may affect performance.	Unwillingly explains, how working with a partner or group may affect performance.
Safety Specific Learning Outcomes: K5	Frequently follows safety rules and procedures for various activities.	Generally follows safety rules and procedures for various activities.	Sometimes follows safety rules and procedures for various activities.	Rarely follows safety rules and procedures for various activities.
Evidence	Discussions; observations			

Physical Education Rubrics – Grades 2-3

Valuing

Topic	Exceeding	Meeting	Approaching	Below
Positive Behaviours and Relationships Specific Learning Outcomes: V1; V2; V4; V5; V6; V8;	Frequently accepts responsibility for assigned roles.	Generally accepts responsibility for assigned roles.	Sometimes accepts responsibility for assigned roles.	Rarely accepts responsibility for assigned roles.
	Frequently works with all classmates regardless of differences in abilities, interests and cultural background.	Generally works with all classmates regardless of differences in abilities, interests and cultural background.	Sometimes works with all classmates regardless of differences in abilities, interests and cultural background and at times needs reminders in some situations.	Rarely works with all classmates regardless of differences in abilities, interests and cultural background.
	Frequently does not give up when asked to do challenging tasks.	Generally does not give up when asked to do challenging tasks.	Sometimes does not give up when asked to do challenging tasks.	Gives up easily when asked to do challenging tasks.
	Frequently demonstrates through movement creativity a willingness to explore various ways of moving.	Generally demonstrates through movement creativity a willingness to explore various ways of moving.	Sometimes demonstrates through movement creativity a willingness to explore various ways of moving.	Rarely ever demonstrates through movement creativity a willingness to explore various ways of moving.
	Frequently demonstrates and models good listening skills, follows directions and stays on tasks.	Generally demonstrates good listening skills, follows directions and stays on tasks.	Sometimes demonstrates good listening skills, follows directions and stays on tasks.	Rarely demonstrates good listening skills, follows directions and stays on tasks.
	Frequently shares ideas, space and equipment with others.	Generally shares ideas, space and equipment with others.	Sometimes shares ideas, space and equipment with others.	Rarely shares ideas, space and equipment with others.
	Lifelong Health and Well-Being Specific Learning Outcomes: V3; V7	Precisely paraphrases, using their own words, the differences between work and leisure and the need to balance between the two.	Reliably paraphrases, using their own words, the differences between work and leisure and the need to balance between the two.	Somewhat paraphrases, using their own words, the differences between work and leisure and the need to balance between the two.

**Physical Education
Rubrics – Grades 2-3**

	Frequently demonstrates safe behaviours when using a variety of equipment.	Generally demonstrates safe behaviours when using a variety of equipment.	Sometimes demonstrates safe behaviours when using a variety of equipment.	Rarely demonstrates safe behaviours when using a variety of equipment.
Evidence	Discussions; observations			

You and Your World – 2

Growth and Development (supported by Science Resource Package *Life Cycles* found at <https://portal.nbed.nb.ca/tr/lr/k-8Science/Pages/default.aspx>)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Describes in detail the life cycles of a wide range of organisms.	Generally able to describe the life cycles of familiar organisms.	Somewhat able to describe the life cycles of familiar organisms.	Has difficulty describing the life cycles of familiar organisms.
Consistently asks questions, selects materials, chooses and follows procedures	Generally asks questions, selects materials, chooses and follows procedures.	With prompting asks questions, selects materials, chooses and follows procedures	Rarely able to ask questions, select materials, choose and follow procedures
Independently makes and records observations	Generally makes and records relevant observations	Incompletely records observations	Rarely able to make and record observations
Consistently communicates procedures and results using drawings, demonstrations, written and oral descriptions	Generally communicates procedures and results using drawings, demonstrations, written and oral descriptions	With prompting communicates procedures and results using drawings, demonstrations, written and oral descriptions	Rarely able to communicate procedures and results using drawings, demonstrations, written and oral descriptions
Consistently responds appropriately to the ideas and contributions of others. Regularly encourages others' contributions.	Generally responds appropriately to the ideas and contributions of others.	With prompting responds appropriately to the ideas and contributions of others.	Rarely able to respond appropriately to the ideas and contributions of others.
Describes the human life cycle and compares it to those of other organisms in detail.	Generally able to describe the human life cycle and compare it to those of other organisms.	Somewhat able to describe the human life cycle and compare it to those of other organisms.	Has difficulty describing the human life cycle and comparing it to those of other organisms.
Evidence: Journal entries, record of "How To Care for MealWorms", Observations of group work			

You and Your World – 2

Technology and Community

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently describes how people contribute to making change in communities.	Generally describes how people contribute to making change in communities.	Somewhat able to describe how people contribute to making change in communities.	Not able to describe how people contribute to making change in communities.
Applies understanding that technology has changed over time to meet their needs, wants, and interests.	Generally understands technology has changed over time to meet their needs, wants, and interests.	Somewhat understands technology has changed over time to meet their needs, wants, and interests.	Not able to understand that technology has changed over time to meet their needs, wants, and interests.
Consistently predicts ways their community might change in the future and how they might contribute to that future.	Generally predicts ways their community might change in the future and how they might contribute to that future.	With prompting predicts ways their community might change in the future and how they might contribute to that future.	Not able to predict ways their community might change in the future and how they might contribute to that future.
Evidence: Persuasive writing, Class mini projects/ discussions, Small-group conferences			

Work

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently appreciates the changing nature of work.	Generally appreciates the changing nature of work.	Somewhat appreciates the changing nature of work.	Unable to appreciate the changing nature of work.
Consistently gives examples of how children and their families use economic decision making as consumers.	Often gives examples of how children and their families use economic decision making as consumers.	Sometimes gives examples of how children and their families use economic decision making as consumers.	Not able to give examples of how children and their families use economic decision making as consumers.
Evidence: Responses to questions and discussions, role playing			

Healthy Lifestyles

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Thoughtfully describes a healthy lifestyle and identifies ways to develop and maintain it.	Readily describes a healthy lifestyle and identifies ways to develop and maintain it.	Somewhat describes a healthy lifestyle and with prompting, identifies ways to develop and maintain it.	Is not able to describe a healthy lifestyle and identifies ways to develop and maintain it.
Thoughtfully explains the need for safety rules in the home, school and community.	Generally explains the need for safety rules in the home, school and community.	With prompting explains the need for safety rules in the home, school and community.	Is not able to explain the need for safety rules in the home, school and community.
Evidence: Collage, Observations of self-care, Journal entries, Group discussions			

You and Your World – 2

Change and the Physical Environment (supported by Science Resource Packages *Properties of Familiar Liquids* and *3-D Objects and the Properties of Solids* found at <https://portal.nbed.nb.ca/tr/lr/k-8Science/Pages/default.aspx>)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Precisely describes how air and water interact in the environment.	Generally describes how air and water interact in the environment.	Somewhat describes how air and water interact in the environment.	Unable to describe how air and water interact in the environment.
Consistently and independently asks questions, selects materials, chooses and follows procedures to explore liquids and solids.	Generally asks questions, selects materials, chooses and follows procedures to explore liquids and solids.	Incompletely or with prompting asks questions, selects materials, chooses and follows procedures to explore liquids and solids.	Rarely asks questions, selects materials, chooses and follows procedures to explore liquids and solids.
Consistently makes and records observations about liquids and solids.	Generally makes and records relevant observations about liquids and solids	With prompting, makes and records observations about liquids and solids	Rarely makes and record observations about liquids and solids.
Consistently communicates procedures and results using drawings, demonstrations, written and oral descriptions.	Generally communicates procedures and results using drawings, demonstrations, written and oral descriptions.	Incompletely or with prompting communicates procedures and results using drawings, demonstrations, written and oral descriptions.	Rarely communicates procedures and results using drawings, demonstrations, written and oral descriptions.
Consistently responds appropriately to the ideas and contributions of others and regularly encourages others' contributions.	Generally responds appropriately to the ideas and contributions of others.	With prompting responds appropriately to the ideas and contributions of others.	Rarely responds appropriately to the ideas and contributions of others.
Effectively describes how people's interactions with the environment have changed over time.	Generally describes how people's interactions with the environment have changed over time.	Somewhat able to describe how people's interactions with the environment have changed over time.	Not able to describe how people's interactions with the environment have changed over time.
Understands sustainable development and its importance to the future.	Generally understands sustainable development and its importance to the future.	Somewhat understands sustainable development and its importance to the future.	Not able to understand sustainable development and its importance to the future.
Evidence: Report writing piece, Observation note-taking entires, Presentations, Class mini-projects			