



ELA
Second Grade Standards Based Report Card Rubric
Quarter 1

3+ = Exceeds the standard – in addition to the 3, makes application and inferences beyond expectations

Speaking and Listening			
Standard	3 Meets the Standard	2 Progressing Toward Standard	1 Limited Progress
SL2 Recount or describe key details from information presented orally	Student demonstrates <u>consistent</u> achievement within the standard. * Recount or describe key details from information presented <u>orally</u>	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. * Recount or describe key details from information presented <u>orally</u>	Student demonstrates <u>limited</u> achievement within the standard.
SL3 Ask and answer questions to clarify comprehension, gather information, or deepen understanding	Student demonstrates <u>consistent</u> achievement within the standard. Ask AND answer questions to clarify, gather information, or deepen understanding.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Ask OR answer questions to clarify, gather information, or deepen understanding.	Student demonstrates <u>limited</u> achievement within the standard.
SL6 Produces complete sentences to provide requested detail or clarification	Student demonstrates <u>consistent</u> achievement within the standard. Produce complete sentences to provide requested detail or clarification	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Produce complete sentences to provide requested detail or clarification	Student demonstrates <u>limited</u> achievement within the standard.



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Language			
Standard	3 Meets the Standard	2 Progressing Toward Standard	1 Limited Progress
<p>L1 Produce, expand, and rearrange complete simple and compound sentences</p> <p>L1f. Produce, expand, and rearrange complete simple</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Produce, expand, AND rearrange complete <u>simple</u> sentences.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Produce, expand, OR rearrange complete <u>simple</u> sentences.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>L1 Uses nouns, pronouns, verbs, adjectives, and adverbs</p> <p>L 1b, 1d</p> <p>L1b. Form and use frequently occurring irregular plural nouns.</p> <p>L1d. Form and use the past tense of frequently occurring irregular verbs.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Form irregular plural nouns AND irregular past tense verbs.</p> <p>AND</p> <p>Use irregular plural nouns AND irregular past tense verbs.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Form irregular plural nouns AND irregular past tense verbs.</p> <p>AND</p> <p>Use irregular plural nouns OR irregular past tense verbs.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>L2a. Capitalize holidays, product names, and geographic names.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Capitalize holidays, product names, and geographic names.</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <p>Capitalize holidays, product names, and geographic names.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>L2 c. Use an apostrophe to form contractions and <u>frequently occurring possessives.</u></p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Use possessives correctly.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Use possessives correctly.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>



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Writing			
<i>School determines the order of the genre. Place "X" on the report card for the genres that are not taught within the quarter.</i>			
Standard	3 Meets the Standard	2 Progressing Toward Standard	1 Limited Progress
W3 Writes narratives with well-developed detail, temporal words, character development, and a sense of closure.	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Write narratives with well-developed detail, temporal words, character development, AND a sense of closure.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Write narratives with well-developed detail, temporal words, character development, OR a sense of closure.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
OR			
W2 Write informative texts with topic introduction, facts and definitions, and a conclusion.	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Write informative texts with topic introduction, facts and definitions, AND a conclusion.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Write informative texts with topic introduction, facts and definitions, OR a conclusion.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
OR			
W1 Write opinion pieces with an introduction, supportive reasons, linking words, and a conclusion.	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Write opinion pieces with an introduction, supportive reasons, linking words, AND a conclusion.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Write opinion pieces with an introduction, supportive reasons, linking words, OR a conclusion.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>



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W5 Strengthens writing by prewriting, revising, and editing.	Student demonstrates <u>consistent</u> achievement within the standard. Strengthen writing by prewriting, revising, AND editing.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Strengthen writing by prewriting, revising, OR editing.	Student demonstrates <u>limited</u> achievement within the standard.
Reading Foundational			
RF3 Know and apply grade level phonics and word analysis skills in decoding words in decoding words RF3 a, b, c a. Distinguish long and short vowels when reading regularly spelled one-syllable words b. Know spelling-sound correspondences for additional common vowel teams c. Decode regularly spelled two-syllable words with long vowels	Student demonstrates <u>consistent</u> achievement within the standard. Read words with the following patterns: *long and short vowels *common vowels teams *two-syllable words with long vowels	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Read words with the following patterns: *long and short vowels *common vowels teams *two-syllable words with long vowels	Student demonstrates <u>limited</u> achievement within the standard.



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RF4 Read with sufficient accuracy to support comprehension	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Independently read and comprehend grade-level text with appropriate:</p> <ul style="list-style-type: none"> *purpose & understanding *accuracy *rate *expression *self-correction <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Lexile</td></tr> <tr><td style="text-align: center;">275L or above</td></tr> </table> <p>*3+ is given to students at a Lexile of L400 and above</p> <p>*275L is the Lexile to be on track to meet the GaDOE 2nd grade minimum stretch band level at the end of the year</p>	Lexile	275L or above	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Independently read and comprehend grade-level text with appropriate:</p> <ul style="list-style-type: none"> *purpose & understanding *accuracy *rate *expression *self-correction <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Lexile</td></tr> <tr><td style="text-align: center;">150L-274L</td></tr> </table>	Lexile	150L-274L	<p>Student demonstrates <u>limited</u> achievement within the standard.</p> <p>Independently read and comprehend grade-level text with appropriate:</p> <ul style="list-style-type: none"> *purpose & understanding *accuracy *rate *expression *self-correction <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Lexile</td></tr> <tr><td style="text-align: center;"><150L</td></tr> </table>	Lexile	<150L
Lexile									
275L or above									
Lexile									
150L-274L									
Lexile									
<150L									



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Literary and Informational Reading			
Standard	3 Meets the Standard	2 Progressing Toward Standard	1 Limited Progress
RL5 Describe the overall structure of a story	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Identify the beginning, middle, and end of a story AND describe how the beginning introduces the story and how the ending concludes the action.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Identify the beginning, middle, and end of a story OR describe how the beginning introduces the story and how the ending concludes the action.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>