

ELA
Second Grade Standards Based Report Card Rubric
Quarter 3

| Speaking and Listening | | | |
|---|---|---|--|
| Standard | 3 Meets the Standard Consistently | 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. |

ELA
Second Grade Standards Based Report Card Rubric
Quarter 3

| Language | | | |
|---|---|--|---|
| Standard | 3 Meets the Standard Consistently | 2 Progressing Toward Standard | 1 Limited Progress |
| <p>L4 Use an array of strategies to determine the meaning of unknown and multiple meaning words and phrases</p> <p>L4b. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>L4c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> | <p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Use word parts to determine meaning (prefix, root word, suffix).</p> | <p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <p>Use word parts to determine meaning (prefix, root word, suffix).</p> | <p>Student demonstrates <u>limited</u> achievement within the standard.</p> |
| <p>L1 Produce, expand, and rearrange complete simple and compound sentences</p> <p>L1f. Produce, expand, and rearrange complete simple and</p> | <p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Produce, expand, AND rearrange complete simple AND compound sentences .</p> | <p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Produce, expand, OR rearrange complete simple AND compound sentences.</p> | <p>Student demonstrates <u>limited</u> achievement within the standard.</p> |

ELA
Second Grade Standards Based Report Card Rubric
Quarter 3

| Standard | 3 Meets the Standard Consistently | 2 Progressing Toward Standard | 1 Limited Progress |
|--|---|---|--|
| L1 Uses nouns, pronouns, verbs, adjectives, and adverbs L1 a, c L1a. Use collective nouns L1c. Use reflexive pronouns | Student demonstrates <u>consistent</u> achievement within the standard. Use collective nouns in writing. AND Use reflexive pronouns in writing. | Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Use collective nouns in writing. OR Use reflexive pronouns in writing. | Student demonstrates <u>limited</u> achievement within the standard. |
| L2 a. Capitalize holidays, product names, and geographic names. | | | |
| L2 c. Use an apostrophe to form contractions and <u>frequently occurring possessives.</u> | Student demonstrates <u>consistent</u> achievement within the standard. Use possessives correctly. | Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Use possessives correctly. | Student demonstrates <u>limited</u> achievement within the standard. |
| 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> | | | |
| W3 Writes narratives with well-developed detail, temporal words, character development, and a sense of closure. | Student demonstrates <u>consistent</u> achievement within the standard. Write narratives with well-developed detail, temporal words, character development, AND a sense of closure. | Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Write narratives with well-developed detail, temporal words, character development, OR a sense of closure. | Student demonstrates <u>limited</u> achievement within the standard. |

ELA
Second Grade Standards Based Report Card Rubric
Quarter 3

| Standard | 3 Meets the Standard Consistently | 2 Progressing Toward Standard | 1 Limited Progress |
|--|--|--|---|
| 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> |
| W5 Strengthens writing by prewriting, revising, and editing. | <p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Strengthen writing by prewriting, revising, AND editing.</p> | <p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Strengthen writing by prewriting, revising, OR editing.</p> | <p>Student demonstrates <u>limited</u> achievement within the standard.</p> |

ELA
Second Grade Standards Based Report Card Rubric
Quarter 3

| Reading Foundational | | | |
|--|---|--|---|
| Standard | 3 Meets the Standard Consistently | 2 Progressing Toward Standard | 1 Limited Progress |
| <p>RF3 Know and apply grade level phonics and word analysis skills in decoding words in decoding words RF3 a,b,c,d,e</p> <p>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 d. Decode words with common prefixes and suffixes e. Identify words with inconsistent but common spelling-sound correspondences</p> | <p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Read words with the following patterns: *long and short vowels *common vowels teams *two-syllable words with long vowels *two syllable words with common prefixes and suffixes *words with common spelling-sound correspondences</p> | <p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Read words with the following patterns: *long and short vowels *common vowels teams *two-syllable words with long vowels *two syllable words with common prefixes and suffixes *words with common spelling-sound correspondences</p> | <p>Student demonstrates <u>limited</u> achievement within the standard.</p> |

ELA
Second Grade Standards Based Report Card Rubric
Quarter 3

| Standard | 3 Meets the Standard Consistently | 2 Progressing Toward Standard | 1 Limited Progress | | | | | | | | | |
|---|--|--|-------------------------------|----------------|---|-----------|--------|-----------|--|-----------|--------|-------|
| 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;">Quarter 3</td></tr> <tr><td style="text-align: center;">Lexile</td></tr> <tr><td style="text-align: center;">345L and above</td></tr> </table> <p>*3+ is given to students at a Lexile of L590 and above</p> <p>*345L is the Lexile to be on track to meet the GaDOE 2nd grade minimum stretch band level at the end of the year</p> | Quarter 3 | Lexile | 345L and 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;">Quarter 3</td></tr> <tr><td style="text-align: center;">Lexile</td></tr> <tr><td style="text-align: center;">275L-344L</td></tr> </table> | Quarter 3 | Lexile | 275L-344L | <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;">Quarter 3</td></tr> <tr><td style="text-align: center;">Lexile</td></tr> <tr><td style="text-align: center;"><275L</td></tr> </table> | Quarter 3 | Lexile | <275L |
| Quarter 3 | | | | | | | | | | | | |
| Lexile | | | | | | | | | | | | |
| 345L and above | | | | | | | | | | | | |
| Quarter 3 | | | | | | | | | | | | |
| Lexile | | | | | | | | | | | | |
| 275L-344L | | | | | | | | | | | | |
| Quarter 3 | | | | | | | | | | | | |
| Lexile | | | | | | | | | | | | |
| <275L | | | | | | | | | | | | |

ELA
 Second Grade Standards Based Report Card Rubric
 Quarter 3

| Literary and Informational Reading | | | |
|--|---|--|---|
| Standard | 3 Meets the Standard Consistently | 2 Progressing Toward Standard | 1 Limited Progress |
| <p>RL1/RI1 Ask and answer questions to demonstrate understanding of key details in a text</p> | <p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Ask AND answer questions to demonstrate understanding of key details in a <u>literary</u> text.</p> <p>AND</p> <p>Ask AND answer questions to demonstrate understanding of key details in an <u>informational</u> text.</p> | <p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Ask OR answer questions to demonstrate understanding of key details in a <u>literary</u> text.</p> <p>AND</p> <p>Ask OR answer questions to demonstrate understanding of key details in <u>informational</u> text</p> | <p>Student demonstrates <u>limited</u> achievement within the standard.</p> |
| <p>RL2 Recount stories and determine their central message, lesson, or moral.</p> <p>Recount stories and determine their central message, lesson, or moral.</p> | <p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Recount stories in the correct logical sequence including:</p> <ul style="list-style-type: none"> *characters *setting *a summary of the plot <p>AND</p> <p>Determine the central message, lesson, or moral of a story.</p> | <p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Recount stories in the correct logical sequence including:</p> <ul style="list-style-type: none"> *characters *setting *a summary of the plot <p>AND</p> <p>Determine the central message, lesson, or moral of a story.</p> | <p>Student demonstrates <u>limited</u> achievement within the standard.</p> |

ELA
Second Grade Standards Based Report Card Rubric
Quarter 3

| Standard | 3 Meets the Standard Consistently | 2 Progressing Toward Standard | 1 Limited Progress |
|--|--|--|---|
| RI2 Identify the main topic of informational text | <p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Identify the main topic of a multi-paragraph text AND the specific paragraphs within the text.</p> | <p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Identify the main topic of a multi-paragraph text OR the specific paragraphs within the text.</p> | <p>Student demonstrates <u>limited</u> achievement within the standard.</p> |
| RI5 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> |
| RI5 Use text features to locate information | <p>Student demonstrates <u>consistent</u> achievement within the standard. Identify various text features AND use them to locate information efficiently.</p> | <p>Student demonstrates <u>inconsistent or partial achievement</u> within the standard. Identify various text features OR use them to locate information efficiently.</p> | <p>Student demonstrates <u>limited</u> achievement within the standard.</p> |

ELA
Second Grade Standards Based Report Card Rubric
Quarter 3

| Standard | 3 Meets the Standard Consistently | 2 Progressing Toward Standard | 1 Limited Progress |
|---|---|---|---|
| RL6 Acknowledge differences in the points of view of characters | <p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Identify who is telling the story AND identify the differences in the points of views of the characters.</p> | <p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Identify who is telling the story OR identify the differences in the points of views of the characters.</p> | <p>Student demonstrates <u>limited</u> achievement within the standard.</p> |
| <p>RL9/RI9 Compare and contrast two text</p> <p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> | | | |