

ELA
 Second Grade Standards Based Report Card Rubric
 Quarter 4

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.

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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>L4a. Use sentence-level context as a clue to the meaning of a word or phrase</p> <p>L4 b. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>L4 c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>L4d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>L4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>*Use context clues to determine meanings of words or phrases.</p> <p>*Use word parts to determine meaning (prefix, root word, suffix).</p> <p>*Use individual word meaning to determine meaning of compound words.</p> <p>*Use print and digital dictionaries and glossaries to clarify word meanings.</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <p>*Use context clues do determine meanings of words or phrases. *Use word parts to determine meaning (prefix, root word, suffix).</p> <p>*Use individual word meaning to determine meaning of compound words. *Use print and digital dictionaries and glossaries to clarify word meanings</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 <u>partial</u> 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>

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Standard	3 Meets the Standard Consistently	2 Progressing Toward Standard	1 Limited Progress
<p>L1 Uses nouns, pronouns, verbs, adjectives, and adverbs</p> <p>L1 a. Use collective nouns. L1 b. Form and use frequently occurring irregular plural nouns. L1 c. Use reflexive pronouns. L1 d. Form and use the past tense of frequently occurring irregular verbs. L1 e. Use adjectives and adverbs, and choose between them depending</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>*Use collective nouns. *Form and use frequently occurring irregular plural nouns. *Use reflexive pronouns. *Form and use the past tense of frequently occurring irregular verbs. *Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>*Use collective nouns. *Form and use frequently occurring irregular plural nouns. *Use reflexive pronouns. *Form and use the past tense of frequently occurring irregular verbs. *Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>L2 a. 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 achievement</u> 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 frequently occurring possessives.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Use contractions AND possessives correctly.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Use contractions AND possessives correctly.</p>	<p>Student demonstrates <u>limited</u> a 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 Consistently	2 Progressing Toward Standard	1 Limited Progress
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.
OR W2 Write informative texts with topic introduction, facts and definitions, and a conclusion.	Student demonstrates <u>consistent</u> achievement within the standard. Write informative texts with topic introduction, facts and definitions, AND a conclusion.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Write informative texts with topic introduction, facts and definitions, OR a conclusion.	Student demonstrates <u>limited</u> achievement within the standard.
OR W1 Write opinion pieces with an introduction, supportive reasons, linking words, and a conclusion.	Student demonstrates <u>consistent</u> achievement within the standard. Write opinion pieces with an introduction, supportive reasons, linking words, AND a conclusion.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard. Write opinion pieces with an introduction, supportive reasons, linking words, OR a conclusion.	Student demonstrates <u>limited</u> achievement within the standard.
W5 Strengthens writing by prewriting, revising, and editing.	Student demonstrates <u>consistent</u> achievement within the standard.	Student demonstrates <u>inconsistent</u> or partial	Student demonstrates <u>limited</u> achievement within the standard.

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	Strengthen writing by prewriting, revising, AND editing.	achievement within the standard.	
		Strengthen writing by prewriting, revising, OR editing.	
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>

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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: *purpose & understanding *accuracy *rate *expression *self-correction</p> <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;">420L and above</td></tr> </table> <p>*3+ is given to students at a Lexile of L650 and above</p> <p>*420L is the Lexile that meets the GaDOE 2nd grade minimum stretch band level at the end of the year</p>	Quarter 3	Lexile	420L 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: *purpose & understanding *accuracy *rate *expression *self-correction</p> <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-420L</td></tr> </table>	Quarter 3	Lexile	345L-420L	<p>Student demonstrates <u>limited</u> achievement within the standard.</p> <p>Independently read and comprehend grade-level text with appropriate: *purpose & understanding *accuracy *rate *expression *self-correction</p> <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</td></tr> </table>	Quarter 3	Lexile	<345L
Quarter 3												
Lexile												
420L and above												
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Lexile												
345L-420L												
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Lexile												
<345L												

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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. AND 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. AND 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: *characters *setting *a summary of the plot AND 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: *characters *setting *a summary of the plot AND Determine the central message, lesson, or moral of a story.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>

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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>
RL5 Describe the overall structure of a story			
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>
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. Identify who is telling the story OR identify the differences in</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>

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		the points of views of the characters.	
<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>RI2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>AND</p> <p>Compare and contrast the most important points presented by two informational texts on the same topic.</p>	<p>Student demonstrates <u>inconsistent or partial achievement</u> within the standard.</p> <p>Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>OR</p> <p>Compare and contrast the most important points presented by two informational texts on the same topic.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>