

ELA  
 Second Grade Standards Based Report Card Rubric  
 Quarter 1

<i>Standard</i>	<b>3</b> <i>Meets the Standard Consistently</i>	<b>2</b> <i>Progressing Toward Meeting the Standard</i>	<b>1</b> <i>Limited Progress Does Not Meet the Standard</i>
<b>Speaking and Listening</b>			
<b>SL2 Recount or describe key details from information presented orally</b>	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.
<b>SL3 Ask and answer questions to clarify comprehension, gather information, or deepen understanding</b>	Student demonstrates <u>consistent</u> achievement within the standard.  Ask <b>AND</b> answer questions to clarify, gather information, or deepen understanding.	Student demonstrates <u>inconsistent</u> or partial achievement within the standard.  Ask <b>OR</b> answer questions to clarify, gather information, or deepen understanding.	Student demonstrates <u>limited</u> achievement within the standard.
<b>SL6 Produces complete sentences to provide requested detail or clarification</b>	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.
<b>Language</b>			
<b>Uses an array of strategies to</b>			

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<p><b>determine the meaning of unknown and multiple meaning words and phrases</b> <b>L4 a, b, c, d, e</b></p>			
<p><b>L1f. Produce, expand, and rearrange complete simple and compound sentences</b></p> <p>L1f. Produce, expand, and rearrange complete simple and compound sentences</p>	<p>Student demonstrates consistent achievement within the standard.</p> <p>Produce, expand, <b>AND</b> rearrange complete <u>simple</u> sentences.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>Produce, expand, <b>OR</b> rearrange complete <u>simple</u> sentences.</p>	<p>Student demonstrates limited achievement within the standard.</p>
<p><b>L1 Use nouns, pronouns, verbs, adjectives, and adverbs</b> <b>L1 a, b, c, d, e</b></p> <p>L1e. Use adjectives and adverbs, and choose between them depending on what is to be modified</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Choose between adjectives and adverbs depending on what is to be modified <b>AND</b> <u>Use</u> adjectives <b>AND</b> adverbs in writing</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>Choose between adjectives and adverbs depending on what is to be modified <b>AND</b> <u>Use</u> adjectives <b>OR</b> adverbs in writing</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p><b>L2 a. Capitalize holidays, product names, and geographic names.</b></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><b>L2 c. Use an apostrophe to form</b></p>	<p>Student demonstrates <u>consistent</u></p>	<p>Student demonstrates</p>	<p>Student demonstrates <u>limited</u></p>

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<p><b>contractions and frequently occurring possessives.</b> L2c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>achievement within the standard.  Use contractions correctly.</p>	<p><u>inconsistent</u> or <u>partial</u> achievement within the standard.  Use contractions correctly.</p>	<p>achievement within the standard.</p>
<b>Writing</b>			
<p><b>W3 Writes narratives with well-developed detail, temporal words, character development, and a sense of closure.</b></p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.  Write narratives with well-developed detail, temporal words, character development, <b>AND</b> a sense of closure.</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.  Write narratives with well-developed detail, temporal words, character development, <b>OR</b> a sense of closure.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p><b>W5 Strengthens writing by prewriting, revising, and editing.</b></p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.  Strengthen writing by prewriting, revising, <b>AND</b> editing.</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.  Strengthen writing by prewriting, revising, <b>OR</b> editing.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<b>Reading Foundational</b>			
<p><b>RF3 Know and apply grade level phonics and word analysis skills in decoding words.</b> <b>RF3 a,b,c,d,e,f</b>  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.  Read words with the following patterns: *long and short vowels *common vowels teams</p>	<p>Student demonstrates <u>inconsistent</u> or <u>partial</u> achievement within the standard.  Read words with the following patterns: *long and short vowels</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>

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<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>		<p>*common vowels teams</p>																																																											
<p><b>RF4 Read with sufficient accuracy to support comprehension</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><td colspan="2">Quarter 1</td></tr> <tr><td>F &amp; P</td><td>J-K</td></tr> <tr><td>Rigby</td><td>17-20</td></tr> <tr><td colspan="2">Quarter 2</td></tr> <tr><td>F &amp; P</td><td>K</td></tr> <tr><td>Rigby</td><td>20</td></tr> <tr><td colspan="2">Quarter 3</td></tr> <tr><td>F &amp; P</td><td>L</td></tr> <tr><td>Rigby</td><td>21</td></tr> <tr><td colspan="2">Quarter 4</td></tr> <tr><td>F &amp; P</td><td>M</td></tr> <tr><td>Rigby</td><td>22</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">420L-650L</td></tr> </table>	Quarter 1		F & P	J-K	Rigby	17-20	Quarter 2		F & P	K	Rigby	20	Quarter 3		F & P	L	Rigby	21	Quarter 4		F & P	M	Rigby	22	Lexile Range		420L-650L		<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Read and comprehend grade-level text with appropriate:</p> <ul style="list-style-type: none"> <li>*purpose &amp; understanding</li> <li>*accuracy</li> <li>*rate</li> <li>*expression</li> <li>*self-correction</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr><td colspan="2">Quarter 1</td></tr> <tr><td>F &amp; P</td><td>J-K</td></tr> <tr><td>Rigby</td><td>17-20</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">420L-650L</td></tr> </table>	Quarter 1		F & P	J-K	Rigby	17-20	Lexile Range		420L-650L		<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Read and comprehend grade-level text with appropriate:</p> <ul style="list-style-type: none"> <li>*purpose &amp; understanding</li> <li>*accuracy</li> <li>*rate</li> <li>*expression</li> <li>*self-correction</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr><td colspan="2">Quarter 1</td></tr> <tr><td>F &amp; P</td><td>F-I</td></tr> <tr><td>Rigby</td><td>9-16</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">420L-650L</td></tr> </table>	Quarter 1		F & P	F-I	Rigby	9-16	Lexile Range		420L-650L		<p>Student demonstrates <u>limited</u> achievement within the standard.</p> <p>Read and comprehend grade-level text with appropriate:</p> <ul style="list-style-type: none"> <li>*purpose &amp; understanding</li> <li>*accuracy</li> <li>*rate</li> <li>*expression</li> <li>*self-correction</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr><td colspan="2">Quarter 1</td></tr> <tr><td>F &amp; P</td><td>A-E</td></tr> <tr><td>Rigby</td><td>1-8</td></tr> <tr><td colspan="2">Lexile Range</td></tr> <tr><td colspan="2">420L-650L</td></tr> </table>	Quarter 1		F & P	A-E	Rigby	1-8	Lexile Range		420L-650L	
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<p><b>RL1/RI1 Ask and answer questions to demonstrate understanding of key details in a text</b></p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Ask <b>AND</b> answer questions to demonstrate understanding of key details in a <u>literary</u> text.</p> <p><b>AND</b></p> <p>Ask <b>AND</b> 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 <b>OR</b> answer questions to demonstrate understanding of key details in a <u>literary</u> text.</p> <p><b>AND</b></p> <p>Ask <b>OR</b> answer questions to demonstrate understanding of</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>																																																										

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		key details in an <u>informational</u> text.	
<b>RL2 Recount stories and determine their central message, lesson, or moral.</b>			
<b>RI2 Identify the main topic of informational text</b>			
<b>RL5 Describe the overall structure of a story</b>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Identify the beginning, middle, and end of a story <b>AND</b> 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 <b>OR</b> 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>
<b>RI5 Use text features to locate information</b>			
<b>RL6 Acknowledge differences in the points of view of characters</b>			
<b>RL9/RI9 Compare and contrast two text</b>  RL9 Compare and contrast two or more versions of the same story by different authors or from different cultures. RI9 Compare and contrast the most important points presented by two texts on the same topic.			