

ELA
Second Grade Standards Based Report Card Rubric
Quarter 2

<i>Standard</i>	3 <i>Meets the Standard Consistently</i>	2 <i>Progressing Toward Meeting the Standard</i>	1 <i>Limited Progress Does Not Meet the Standard</i>
Speaking and Listening			
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.
Language			
L4 Use an array of strategies to	Student demonstrates <u>consistent</u>	Student demonstrates	Student demonstrates <u>limited</u>

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<p>determine the meaning of unknown and multiple meaning words and phrases L4 a, b, c, d, e</p> <p>L4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>achievement within the standard.</p> <p>*Use print and digital dictionaries and glossaries to clarify word meanings.</p>	<p><u>inconsistent</u> or <u>partial</u> achievement within the standard.</p> <p>*Use print and digital dictionaries and glossaries to clarify word meanings inconsistently.</p>	<p>achievement within the standard.</p>
<p>L1f. Produce, expand, and rearrange complete simple and compound sentences</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, AND rearrange complete <u>simple</u> sentences.</p>	<p>Student demonstrates inconsistent or partial achievement within the standard.</p> <p>Produce, expand, OR rearrange complete <u>simple</u> sentences.</p>	<p>Student demonstrates limited achievement within the standard.</p>
<p>L1 Uses nouns, pronouns, verbs, adjectives, and adverbs L1 a, b, c, d, e</p> <p>L1b. Form and use frequently occurring irregular plural nouns. 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. AND 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. AND Use irregular plural nouns OR irregular past tense verbs.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>L2 a. Capitalize holidays, product names, and geographic names.</p>			
<p>L2 c. Use an apostrophe to form contractions and frequently</p>	<p>Student demonstrates <u>consistent</u> achievement within the</p>	<p>Student demonstrates <u>inconsistent</u> or partial</p>	<p>Student demonstrates <u>limited</u> achievement within the</p>

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<u>occurring possessives.</u>	standard. Use possessives correctly.	achievement within the standard. Use possessives correctly.	standard.
Writing			
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.
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,d,e,f a. Distinguish long and short vowels when reading regularly spelled one-syllable words b. Know spelling-sound correspondences for additional	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	Student demonstrates <u>limited</u> achievement within the standard.

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<p>common vowel teams c. Decode regularly spelled two-syllable words with long vowels</p>		<p>long vowels</p>																																																											
<p>RF4 Read with sufficient accuracy to support comprehension</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">Quarter 1</td></tr> <tr><td style="width: 50%;">F & P</td><td style="width: 50%;">J-K</td></tr> <tr><td>Rigby</td><td>17-20</td></tr> <tr><td colspan="2" style="text-align: center;">Quarter 2</td></tr> <tr><td>F & P</td><td>K</td></tr> <tr><td>Rigby</td><td>20</td></tr> <tr><td colspan="2" style="text-align: center;">Quarter 3</td></tr> <tr><td>F & P</td><td>L</td></tr> <tr><td>Rigby</td><td>21</td></tr> <tr><td colspan="2" style="text-align: center;">Quarter 4</td></tr> <tr><td>F & P</td><td>M</td></tr> <tr><td>Rigby</td><td>22</td></tr> <tr><td colspan="2" style="text-align: center;">Lexile Range</td></tr> <tr><td colspan="2" style="text-align: center;">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: *purpose & understanding *accuracy *rate *expression *self-correction</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">Quarter 2</td></tr> <tr><td style="width: 50%;">F & P</td><td style="width: 50%;">K</td></tr> <tr><td>Rigby</td><td>20</td></tr> <tr><td colspan="2" style="text-align: center;">Lexile Range</td></tr> <tr><td colspan="2" style="text-align: center;">420L-650L</td></tr> </table>	Quarter 2		F & P	K	Rigby	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: *purpose & understanding *accuracy *rate *expression *self-correction</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">Quarter 2</td></tr> <tr><td style="width: 50%;">F & P</td><td style="width: 50%;">F-J</td></tr> <tr><td>Rigby</td><td>9-18</td></tr> <tr><td colspan="2" style="text-align: center;">Lexile Range</td></tr> <tr><td colspan="2" style="text-align: center;">420L-650L</td></tr> </table>	Quarter 2		F & P	F-J	Rigby	9-18	Lexile Range		420L-650L		<p>Student demonstrates <u>limited</u> achievement within the standard.</p> <p>Read and comprehend grade-level text with appropriate: *purpose & understanding *accuracy *rate *expression *self-correction</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">Quarter 2</td></tr> <tr><td style="width: 50%;">F & P</td><td style="width: 50%;">A-E</td></tr> <tr><td>Rigby</td><td>1-8</td></tr> <tr><td colspan="2" style="text-align: center;">Lexile Range</td></tr> <tr><td colspan="2" style="text-align: center;">420L-650L</td></tr> </table>	Quarter 2		F & P	A-E	Rigby	1-8	Lexile Range		420L-650L	
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<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</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>																																																										

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		demonstrate understanding of key details in an <u>informational</u> text.	
<p>RL2 Recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>Recount stories including fables and folktales from diverse cultures, 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</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</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>RI2 Identify the main topic of informational text</p>	<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>
<p>RL5 Describe the overall structure of a story</p>	<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>

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<p>RI5 Use text features to locate information</p>	<p>Student demonstrates <u>consistent</u> achievement within the standard.</p> <p>Identify various text features AND use them to locate information efficiently.</p>	<p>Student demonstrates <u>inconsistent</u> or partial achievement within the standard.</p> <p>Identify various text features OR use them to locate information efficiently.</p>	<p>Student demonstrates <u>limited</u> achievement within the standard.</p>
<p>RL6 Acknowledge differences in the points of view of characters</p>	<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>RL9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>RI9 Compare and contrast the most important points presented by two texts on the same topic.</p>			