ELA Standards-Based Report Card Rubric – Second Grade

Domain: Reading							
Indicator	**Standard**	**1 – Beginner Learner**	**2–Developing Learner**	**3–Proficient Learner**	**4–Distinguished Learner**	**Evidence**	**Assessed**
Ask & answer questions to demonstrate understanding of key details in a text.	2RL1 2RI1	With prompting and support, the student can ask and answer one to two types of questions to demonstrate understanding of key details in a text.	The student can inconsistently ask and answer questions to demonstrate understanding of key details in a text.	The student can consistently ask and answer questions to demonstrate understanding of key details in a text.	The student can consistently ask and answer questions to demonstrate understanding of key details in text above the second grade stretch band (650L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4
Recount stories (including fables and folktales) & determine central message/lesson/moral	2RL2	With prompting and support, the student is able to recount familiar stories including key details.	The student is inconsistently able to recount familiar stories including key details and determine their central message, lesson, or moral.	The student is able to consistently recount familiar stories including key details and determine their central message, lesson, or moral.	The student is able to consistently recount familiar stories including key details and determine their central message, lesson, or moral in text above the second grade stretch band (650L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3, Q4
Identify the main topic and author's purpose of a text (single and multi-paragraphs)	2RI2 2RI6	With prompting and support, the student is able to identify the main topic of a single and multi-paragraph text and identify the main purpose of a text including what the author wants to answer, explain, or describe.	The student is inconsistently able to identify the main topic of a single and multi-paragraph text and identify the main purpose of a text including what the author wants to answer, explain, or describe.	The student is able to consistently identify the main topic of a single and multi-paragraph text and identify the main purpose of a text including what the author wants to answer, explain, or describe.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4
Describe how characters respond to events & challenges within a story.	2RL3	With prompting and support, the student describes how characters in a story respond to major events and challenges.	The student inconsistently describes how characters in a story respond to major events and challenges.	The student is able to consistently describe how characters in a story respond to major events and challenges.	The student is able to cite textual evidence to describe how characters in a story respond to major events and challenges.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4
Describe the connection between a series in a text.	2RI3	With prompting and support, the student is able to describe the connection	The student inconsistently describes the connection between	The student is able to consistently describe the connection between a	The student is able to consistently describe the connection between a	Benchmark Literacy Unit Assessments	Q2, Q3, Q4

			between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	series of historical events, scientific ideas or concepts, or steps in technical procedures in in text above the second grade stretch band (650L).	RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	
Describes how words & phrases give rhythm & meaning to a stories, poems, and songs.	2RL4	With prompting and support, the student is able to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	The student inconsistently describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	The student is able to consistently describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4
Describe the structure of a story.	2RL5	With prompting and support, the student is able to describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	The student inconsistently describes the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	The student is able to consistently describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	The student is able to consistently describe the overall structure of a story in text above the second grade stretch band (650L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3, Q4
Explains how images and text features contribute to and clarify text.	2RI5 2RI7	With prompting and support, the student knows and uses text features to locate information and explain how specific images contribute to and clarify a text.	The student inconsistently knows and uses text features to locate information and explain how specific images contribute to and clarify a text.	The student consistently knows and uses text features to locate information and explain how specific images contribute to and clarify a text.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4
Acknowledges differences in the point of view of characters.	2RL6	With prompting and support, the student acknowledges differences in the points of view of characters, including by speaking in a different voice for each character	The student inconsistently acknowledges differences in the points of view of characters, including by speaking in a different voice for each	The student consistently acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q3, Q4

Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
		when reading dialogue aloud.	character when reading dialogue aloud.				
Use print/illustrations to demonstrate understanding characters, settings, or plots.	2RL7	With prompting and support, the student uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	The student inconsistently uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	The student consistently uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4
Compare & contrast two texts related by story or topic.	2RL9 2RI9	With prompting and support, the student can compare and contrast two or more versions of the same story / the most important points presented by two texts on the same topic.	The student is inconsistently able to compare and contrast two or more versions of the same story / the most important points presented by two texts on the same topic.	The student is consistently able to compare and contrast two or more versions of the same story / the most important points presented by two texts on the same topic.	The student is able to cite textual evidence to compare and contrast two or more versions of the same story / the most important points presented by many texts on the same topic.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q2, Q3, Q4

Domain: Foundational Skills							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Knows and applies grade-level phonics & word analysis skills in decoding words.	2RF3 (a-e)	With prompting and support, the student is able to distinguish long/short vowels in one syllable words, knows common vowel teams, decodes words with prefixes and suffixes and two syllable words with long vowels.	The student inconsistently distinguishes long/short vowels in one syllable words, knows common vowel teams, decodes words with prefixes and suffixes and two syllable words with long vowels.	The student consistently distinguishes long/short vowels in one syllable words, knows common vowel teams, decodes words with prefixes and suffixes and two syllable words with long vowels.		i-Ready Phonics i-Ready High Frequency Words Spiral-Up Quick Phonics Inventory	Q1, Q2, Q3, Q4
Fluently reads grade level texts with accuracy and understanding.	2RF4 (a-d)	Reads 0-64 words per minute with 0%-92% accuracy.	Reads 65-86 words per minute with 93%-96% accuracy.	Reads 87-95 words per minute with 97% accuracy.	Reads more than 95 words per minute correctly with 97-100% accuracy.	Running record Benchmark Oral Reading Fluency Passages Sight Word Inventory	Q1, Q2, Q3, Q4

ELA Standards-Based Report Card Rubric – Second Grade

Domain: Writing

Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Writes opinion pieces: introduction, supportive details, & conclusion	2W1	Requires teacher prompting and support to write an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section .	Inconsistently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section.	Consistently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section.		Opinion Performance Task	Q3, Q4
Writes informative/explanatory text: introduction, facts, points, & conclusion	2W2	Requires teacher prompting and support to write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Inconsistently writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Consistently writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		Informational Performance Task	Q2, Q4
Writes narratives that details events/thoughts/feelings & closure	2W3	Requires teacher prompting and support to write narratives recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Inconsistently writes narratives recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Consistently writes narratives recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		Narrative Performance Task	Q1, Q4
Uses the writing process.	2W5	With prompting and support, the student focuses on a topic and strengthens writing as	The student inconsistently focuses on a topic and strengthens writing as	The student consistently focuses on a topic and strengthens writing as		All Performance Tasks	Q1, Q2, Q3, Q4

ELA Standards-Based Report Card Rubric – Second Grade

Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
		needed by revising and editing.	needed by revising and editing.	needed by revising and editing.			
Participate in shared research and writing projects.	2W7	With prompting and support, the student participates in shared research and writing projects.	The student inconsistently participates in shared research and writing projects.	The student consistently participates in shared research and writing projects.		All Performance Tasks	Q1, Q2, Q3, Q4
Recalls information from experiences or gather information from provided sources to answer a question.	2W8	With prompting and support, the student recalls information from experiences or gather information from provided sources to answer a question.	The student inconsistently recalls information from experiences or gather information from provided sources to answer a question.	The student consistently recalls information from experiences or gather information from provided sources to answer a question.		All Performance Tasks	Q1, Q2, Q3, Q4

Domain: Language and Vocabulary							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Demonstrate command of the conventions of standard English grammar to include capitalization, punctuation, and spelling when speaking and writing.	2L1(a-g) 2L2(a-e)	With prompting and support, the student is able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary.	The student is inconsistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary.	The student is consistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary.		All Performance Tasks Writing & Language Handbook pages 152-204	Q1, Q2, Q3, Q4
Determine and use strategies to clarify the meaning of unknown and multiple meaning words and phrases.	2L4(a-e) (2RI4)	With prompting and support, the student can use context clues to uncover meaning of unknown words.	The student can inconsistently use context clues to uncover meaning of unknown words.	The student can consistently use context clues to uncover meaning of unknown words.		All Performance Tasks Writing & Language Handbook pages 152-204	Q1, Q2, Q3, Q4
Demonstrate understanding of word relationships & nuances in word meanings.	2L5	With prompting and support, the student is able to use vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs.	The student inconsistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs.	The student consistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs.		All Performance Tasks Writing & Language Handbook pages 152-204	Q3, Q4