

Second Grade Language Arts Report Card Rubric - Fourth Nine Weeks

Learning Goals	1 = Area Of Concern	2 = Progress Being Made Toward Second-Grade Standards	3 = Meets Second-Grade Standards	4 = Understandings Go Beyond Second-Grade Standards
Phonological Awareness / Phonics & Vocabulary & Spelling				
I can demonstrate and apply grade-level phonological awareness. (2.2a)	The student <u>does not</u> demonstrate phonological awareness (<i>with teacher support</i>) by: <ul style="list-style-type: none"> ● producing rhyming words ● distinguishing vowel sounds ● recognizing changes in spoken words ● manipulating phonemes 	The student demonstrates phonological awareness (<i>with teacher support</i>) by: <ul style="list-style-type: none"> ● producing rhyming words ● distinguishing vowel sounds ● recognizing changes in spoken words ● manipulating phonemes 	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> ● producing rhyming words ● distinguishing vowel sounds ● recognizing changes in spoken words ● manipulating phonemes 	N/A
I can identify and read high-frequency words. (2.2b[vii])	The student identifies and reads less than 175 words from the Life School High-Frequency Words list.	The student identifies and reads between 175-199 words from the Life School High-Frequency Words list.	The student identifies and reads 200 words from the Life School High-Frequency Words list.	The student identifies and reads more than 200 words from the Life School High-Frequency Words list, including academic and content-specific words.
I can demonstrate and apply grade-level phonetic knowledge. (2.2b)	The student <u>does not</u> demonstrate (<i>with teacher support</i>) phonetic knowledge by decoding words with: <ul style="list-style-type: none"> ● vowel variations ● silent letters (k, b, g) ● R-controlled syllables ● closed / open syllables <p style="text-align: center;">and</p> <ul style="list-style-type: none"> ● compound words ● contractions ● abbreviations 	The student demonstrates (<i>with teacher support</i>) phonetic knowledge by decoding words with: <ul style="list-style-type: none"> ● vowel variations ● silent letters (k, b, g) ● R-controlled syllables ● closed / open syllables <p style="text-align: center;">and</p> <ul style="list-style-type: none"> ● compound words ● contractions ● abbreviations 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> ● vowel variations ● silent letters (k, b, g) ● R-controlled syllables ● closed / open syllables <p style="text-align: center;">and</p> <ul style="list-style-type: none"> ● compound words ● contractions ● abbreviations 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> ● complex vowel variations ● R-controlled syllables ● closed / open syllables <p style="text-align: center;">and</p> <ul style="list-style-type: none"> ● compound words ● contractions ● abbreviations ● words with accent shifts

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Phonological Awareness / Phonics & Vocabulary & Spelling (cont.)				
I can demonstrate and apply grade-level spelling knowledge. (2.2c)	The student <u>does not</u> demonstrate <i>(with teacher support)</i> spelling knowledge by spelling: <ul style="list-style-type: none"> words w/ vowel variation multisyllabic words R-controlled words words w/ silent letters common compound words simple contractions common abbreviations words w/ double consonants words w/ prefixes and inflectional endings 	The student demonstrates <i>(with teacher support)</i> spelling knowledge by spelling: <ul style="list-style-type: none"> words w/ vowel variation multisyllabic words R-controlled words words w/ silent letters common compound words simple contractions common abbreviations words w/ double consonants words w/ prefixes and inflectional endings 	The student demonstrates spelling knowledge by spelling: <ul style="list-style-type: none"> words w/ vowel variation multisyllabic words R-controlled words words w/ silent letters common compound words simple contractions common abbreviations words w/ double consonants words w/ prefixes and inflectional endings 	The student demonstrates spelling knowledge by spelling: <ul style="list-style-type: none"> words w/ vowel variation multisyllabic words R-controlled words homophones more complex compound words contractions abbreviations words w/ double consonants words w/ prefixes and suffixes
I can use clues from other words, sentences, and graphic features to determine the meaning of unfamiliar words. (2.3b)	The student <u>does not</u> use clues from other words, sentences, and graphic features to determine the meaning of unfamiliar words <i>with teacher support</i> .	The student uses clues from other words, sentences, and graphic features to determine the meaning of unfamiliar words <i>with teacher support</i> .	The student independently uses clues from other words, sentences, and graphic features to determine the meaning of unfamiliar words.	The student uses clues within and beyond a sentence to determine the meaning of unfamiliar words including multiple-meaning words or words from languages other than English.
I can use affixes to determine the meaning of words. (2.3c)	The student <u>does not</u> identify and root <u>nor</u> the affix and does not determine the meaning of the affix (including -er, -est, un-, re-, -ly, -ion/tion/sion).	The student identifies and root and the affix but does not determine the meaning of the affix (including -er, -est, un-, re-, -ly, -ion/tion/sion).	The student determines the meaning of words by identifying the root, the affix, and by determining the meaning of the affix (including un-, re-, -er, -est, -ly, -ion/-tion/-sion).	The student uses affixes to determine the meaning of words by identifying the root (including Greek and Latin roots), the affix, and the meaning of both .

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Reading / Comprehension / Independent Reading / Fluency				
I can describe a character's internal and external traits. (2.8b)	The student <u>does not</u> describe characters' external traits and internal traits and/or does not provide text evidence to support their description <i>with teacher support</i> .	The student describes characters' external traits and internal traits and provides text evidence to support their description <i>with teacher support</i> .	The student independently describes characters including external traits (appearance and actions) and internal traits (motivations and feelings) and provides text evidence to support their description.	The student independently describes characters' external and internal traits, provides text evidence to support their description, and describes how plot events affect changes in characters.
I can retell and paraphrase texts in ways that feature logical order and focus on meaning and purpose. (2.7d)	The student <u>does not</u> retell and paraphrase fiction, informational, poetic, and persuasive texts in ways which include key information, logical order, and highlight the purpose or meaning of the text even with teacher support .	The student retells and paraphrases fiction, informational, poetic, and persuasive texts in ways which include key information, logical order, and highlight the purpose or meaning of the text only with teacher support .	The student independently retells and paraphrases fiction, informational, poetic, persuasive texts in ways which include key information, logical order, and highlight the purpose or meaning of the text.	The student independently retells and paraphrases a variety of texts in ways which include key information, logical order, and highlight the purpose or meaning of the text and writes a detailed summary of the text.
I can read independently for a sustained period of time while monitoring and adjusting my comprehension. (2.5a, 2.6i)	The student independently reads below grade-level texts for less than 25 continual minutes.	The student independently reads grade-level texts for 25-29 continual minutes and can produce an oral response to the reading. or The student reads the appropriate amount of time but can only read below grade-level texts and/or does not produce an oral or written response to the reading.	The student independently reads grade-level texts from a variety of genres for 30 continual minutes and can produce oral and written responses to the reading.	The student independently reads grade-level texts from a variety of genres for more than 30 continual minutes and can produce oral and written responses to the reading.

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Reading / Comprehension / Independent Reading / Fluency (cont.)				
I can read aloud grade-level text with fluency and comprehension. (2.4a)	The student orally and independently reads below DRA2 Lv. 24 with grade-level fluency and comprehension.	The student orally and independently reads at DRA2 Lv. 24 with grade-level fluency and comprehension.	The student orally and independently reads at DRA2 Lv. 28 with grade-level fluency and comprehension.	The student orally and independently reads above DRA2 Lv. 28 with grade-level fluency and comprehension.
I can make connections to my experiences, to ideas in other texts, and discuss evidence from the text. (2.6e, 2.7c)	The student <u>does not</u> make connections (text → self, text → text, text → society) and/or identify text evidence to support their connections <i>with teacher support</i> .	The student makes connections (text → self, text → text, text → society) and identifies text evidence to support their connections <i>with teacher support</i> .	The student independently makes connections (text → self, text → text, text → society) and identifies text evidence to support their connections.	The student independently makes connections (text → self, text → text, text → society) that represent deeper understandings (theme, author's purpose, moral lesson, etc.) and identifies text evidence to support their connections.
I can identify the characteristics and structures of different types of texts, including fiction, informational, persuasive, drama, poetry, and digital mediums. (2.9)	The student <u>does not</u> identify the characteristics and structures of fiction, informational, poetic, and persuasive texts, as well as drama and digital mediums <i>even with teacher support</i> .	The student identifies the characteristics and structures of fiction, informational, poetic, and persuasive texts, as well as drama and digital mediums <i>with teacher support</i> to build comprehension and gain information.	The student independently identifies characteristics and structures of fiction, informational, poetic, and persuasive texts, as well as drama and digital mediums to build comprehension and gain information.	The student identifies characteristics and structures of different types of texts to build comprehension and gain information and compares texts of different genres on the same topic.

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Reading / Comprehension / Independent Reading / Fluency (cont.)				
I can use text and graphic features (e.g., captions, illustrations) to better understand informational texts. (2.9dii, 2.10c)	The student <u>does not</u> use the following text and graphic features to to gain information from informational texts and/or does not discuss the author's use of these features <i>with teacher support</i> : <ul style="list-style-type: none"> ● illustrations / photos ● captions ● headings ● diagrams/labels ● bold words ● table-of-contents ● glossary 	The student uses the following text and graphic features to gain information from informational texts and discusses the author's use of these features only with teacher support : <ul style="list-style-type: none"> ● illustrations / photos ● captions ● headings ● diagrams/labels ● bold words ● table-of-contents ● glossary 	The student independently uses the following text and graphic features to gain information from informational texts and discusses the author's use of these features: <ul style="list-style-type: none"> ● illustrations / photos ● captions ● headings ● diagrams/labels ● bold words ● table-of-contents ● glossary 	The student uses more sophisticated text and graphic features (tables, timelines, etc.) to gain information from informational texts and explains the author's use of these features to achieve a purpose.
I can make inferences about a variety of texts and can identify text evidence to support my responses to the text. (2.6f, 2.7c)	The student <u>does not</u> make inferences about grade-level fiction, informational, poetic, and persuasive texts and use text evidence to support the inferences only with teacher support .	The student makes inferences about grade-level fiction, informational, poetic, and persuasive texts and uses text evidence to support the inferences only with teacher support .	The student independently makes inferences about grade-level fiction, informational, poetic, and persuasive texts and uses text evidence to support the inferences.	The student independently makes inferences about above grade-level texts and uses text evidence to support a written explanation of the inferences.
I can explain visual structures and patterns in poetry. (2.9b)	The student <u>does not</u> explain structures (e.g., stanza, lines, forms) and patterns (e.g., rhyme scheme, repetition) in poetry <i>with teacher support</i> .	The student explains structures (e.g., stanza, lines, forms) and patterns (e.g., rhyme scheme, repetition) in poetry <i>with teacher support</i> .	The student independently explains structures (e.g., stanza, lines, forms) and patterns (e.g., rhyme scheme, repetition) in poetry.	The student explains structures (e.g., stanza, lines, forms) and patterns (e.g., rhyme scheme, repetition) in poetry and explains the author's purpose for structures or patterns in the poem.

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Writing / Genres / Writing Process & Conventions				
I can understand and use parts of speech to write complete sentences. (2.11b,d)	The student <u>does not</u> understand and use the following parts of speech to write complete sentences: <ul style="list-style-type: none"> ● types of nouns ● pronouns ● regular verb tenses ● adjectives (w/ articles) ● adverbs (time and place) ● conjunctions 	The student understands and uses the following parts of speech to write complete sentences: <ul style="list-style-type: none"> ● types of nouns ● pronouns ● regular verb tenses ● adjectives (w/ articles) ● adverbs (time and place) ● conjunctions 	The student understands and uses the following parts of speech to write complete sentences: <ul style="list-style-type: none"> ● types of nouns ● pronouns ● regular verb tenses ● adjectives (w/ articles) ● adverbs (time and place) ● conjunctions ● prepositional phrases 	The student understands and uses the following parts of speech to write complete sentences: <ul style="list-style-type: none"> ● types of nouns ● irregular verb tenses ● adjectives (comparatives) ● adverbs (manner) ● prepositional phrases ● pronouns ● conjunctions (complex) ● interjections
I can plan a first draft by generating ideas for writing. (2.11a)	The student <u>does not</u> plan a draft by brainstorming a list of ideas which follow the genre of focus or <u>does not</u> choose an idea based on interest and purpose <i>with teacher support</i> .	The student plans a draft by brainstorming a list of ideas which follow the genre of focus and chooses an idea based on interest and purpose <i>with teacher support</i> .	The student independently plans a draft by brainstorming a list of ideas which follow the genre of focus and chooses an idea based on interest and purpose.	The student plans a draft by reviewing a list of ideas he/she previously generated which follow the genre of focus and chooses an idea based on impact .
I can develop drafts by sequencing ideas through writing sentences. (2.11b)	The student <u>does not</u> produce at least 3/4 of a notebook-page daily of coherent sentences while drafting or <u>does not</u> stay engaged in writing for at least 45 minutes .	The student produces at least 3/4 of a notebook-page daily of coherent sentences while drafting and stays engaged in writing for at least 45 minutes .	The student produces at least a notebook-page daily of coherent sentences while drafting and stays engaged in writing for at least 50 minutes .	The student produces at least a notebook-page and a half daily of coherent sentences when drafting and begins to write independently without prompting .
I can revise drafts by adding or deleting words, phrases, or sentences. (2.11c)	The student <u>does not</u> revise drafts by writing a new draft w/ changes in wording, phrasing, and sentences or only reworks the existing draft .	The student revises drafts by writing a new draft which shows significant changes in wording, phrasing, and sentence choices <i>with support</i> .	The student independently revises drafts by writing a new draft which shows significant changes in wording, phrasing, and sentence choices.	The student revises drafts during drafting and writes a new draft which shows changes in phrasing, sentence choices, and/or hook and closure .

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Writing / Genres / Writing Process & Conventions (cont.)				
I can edit drafts for grammar, punctuation, and spelling using a rubric. (2.11d)	The student <u>does not</u> edit drafts for grammar, punctuation, and spelling using a writing rubric and/or does not use resources when editing (e.g., word wall, dictionary) <i>with teacher support.</i>	The student edits drafts for grammar, punctuation, and spelling using a writing rubric and uses resources when editing (e.g., word wall, dictionary) <i>with teacher support.</i>	The student independently edits drafts for grammar, punctuation, and spelling using a writing rubric and uses resources when editing (e.g., word wall, dictionary).	The student edits drafts for more complex grammar, punctuation, and spelling and checks for correct construction of compound and complex sentences.
I can write and publish in a variety of genres. (2.12, 2.11e)	The student <u>does not</u> write and publish in a variety of genres including fiction, expository, poetry, persuasive, and correspondence <i>with teacher support.</i>	The student can write and publish in a variety of genres including fiction, expository, poetry, persuasive, and correspondence <i>with teacher support.</i>	The student independently writes and publishes in a variety of genres including fiction, informational, correspondence, poetry, and persuasive.	The student writes and publishes in a variety of genres including fiction, informational, poetry, persuasive, correspondence, and drama.
I can write legibly in print and form cursive letters accurately. (2.2e)	The student writes legibly in print but does not form both lower- and upper-case cursive letters accurately. or The student <u>does not</u> write legibly in print.	The student writes legibly in print and can form lower- and upper-case cursive letters accurately.	The student writes legibly in print , forms all cursive letters accurately, and writes his/her first name in cursive.	The student writes legibly in print and writes his/her first name and complete words and answers in cursive.

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Oral Language Skills				
I can listen actively and ask questions to clarify information. (2.1a)	The student <u>does not</u> listen actively and ask relevant questions to clarify information.	N/A	The student listens actively and asks relevant questions to clarify information.	The student listens actively, asks relevant questions to clarify information, and makes pertinent comments .
I can answer questions using multiword responses.(2.1a)	The student <u>does not</u> answer questions in complete sentences using multiword responses.	N/A	The student answers questions in complete sentences using multiword responses .	The student answers questions using multi-sentence responses.
I can follow and restate instructions in short sequences. (2.1b)	The student <u>does not</u> follow and restate instructions which involve a sequence of actions .	N/A	The student follows and restates instructions which involve a sequence of actions .	The student follows and restates or creates instructions which involve a series of sequences of actions.
I can share information and ideas about a topic and speak clearly. (2.1c)	The student <u>does not</u> share information and ideas about a topic using an appropriate pace and the conventions of language .	N/A	The student clearly shares information and ideas about a topic using an appropriate pace and the conventions of language .	The student speaks eloquently about a topic using eye-contact and correct enunciation at an appropriate pace and volume .