

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

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

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

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<b>Reading / Comprehension / Independent Reading / Fluency (cont.)</b>				
I can read aloud grade-level text with fluency and comprehension. (2.4a)	The student orally and independently reads <b>below DRA2 Lv. 24</b> with grade-level fluency and comprehension.	The student orally and independently reads at <b>DRA2 Lv. 24</b> with grade-level fluency and comprehension.	The student orally and independently reads at <b>DRA2 Lv. 28</b> with grade-level fluency and comprehension.	The student orally and independently reads <b>above DRA2 Lv. 28</b> 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 ( <b>text → self, text → text, text → society</b> ) and/or identify <b>text evidence</b> to support their connections <i>with teacher support</i> .	The student makes connections ( <b>text → self, text → text, text → society</b> ) and identifies <b>text evidence</b> to support their connections <i>with teacher support</i> .	The student <b>independently</b> makes connections ( <b>text → self, text → text, text → society</b> ) and identifies <b>text evidence</b> to support their connections.	The student <b>independently</b> makes connections ( <b>text → self, text → text, text → society</b> ) that represent <b>deeper understandings</b> (theme, author's purpose, moral lesson, etc.) and identifies <b>text evidence</b> 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 <b>fiction, informational, poetic, and persuasive</b> texts, as well as <b>drama and digital mediums</b> <i>even with teacher support</i> .	The student identifies the characteristics and structures of <b>fiction, informational, poetic, and persuasive</b> texts, as well as <b>drama and digital mediums</b> <i>with teacher support</i> to build comprehension and gain information.	The student <b>independently</b> identifies characteristics and structures of <b>fiction, informational, poetic, and persuasive</b> texts, as well as <b>drama and digital mediums</b> to build comprehension and gain information.	The student identifies characteristics and structures of different types of texts to build comprehension and gain information <b>and</b> compares texts of different genres on the same topic.

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

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

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

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