

Second Grade Spanish Language Arts Report Card Rubric - First 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 by: <ul style="list-style-type: none"> producing rhyming words 	The student demonstrates phonological awareness by: <ul style="list-style-type: none"> producing rhyming words 	N/A	N/A
I can identify and read high-frequency words. (No TEKS equivalent in SLAR)	The student identifies and reads less than 100 words from the Life School High-Frequency Words list.	The student identifies and reads between 100-199 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 phonetic knowledge by decoding words with: <ul style="list-style-type: none"> decoding multisyllabic words 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> decoding multisyllabic words 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> decoding multisyllabic words decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- decoding words with diphthongs and hiatus decoding common abbreviations decoding words with prefixes and suffixes 	The student demonstrates phonetic knowledge by decoding words with: <ul style="list-style-type: none"> decoding words with a prosodic or orthographic accent decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents decoding and differentiating meaning of a word based on a diacritical accent decoding words with prefixes and suffixes

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Phonological Awareness / Phonics & Vocabulary & Spelling (cont.)				
I can demonstrate and apply grade-level spelling knowledge. (2.2c)	<p>The student <u>does not</u> demonstrate spelling knowledge by spelling:</p> <ul style="list-style-type: none"> ● spelling multisyllabic words ● spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- ● spelling words with diphthongs and hiatus ● spelling common abbreviations ● spelling words with prefixes and suffixes 	<p>The student demonstrates spelling knowledge by spelling:</p> <ul style="list-style-type: none"> ● spelling multisyllabic words ● spelling words with diphthongs and hiatus 	<p>The student demonstrates spelling knowledge by spelling:</p> <ul style="list-style-type: none"> ● spelling multisyllabic words ● spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- ● spelling words with diphthongs and hiatus ● spelling common abbreviations ● spelling words with prefixes and suffixes 	<p>The student demonstrates spelling knowledge by spelling:</p> <ul style="list-style-type: none"> ● spelling palabras agudas and graves (words with an accent on the last and penultimate syllable) ● spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent ● spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x ● spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-
I can use affixes to determine the meaning of words. (2.3c) (2.3e)	<p>The student <u>does not</u> identify the root and the affix <u>nor</u> determines the meaning of the affix (including prefixes pre- and re-).</p>	<p>The student identifies the root and the affix and determines the meaning of the affix (including prefixes pre- and re-).</p>	<p>The student determines the meaning of words by identifying the root, the affix, and by</p> <ul style="list-style-type: none"> ● determining the meaning of the affix (including re-, pre-, -ción, and ísimo/ísima 	<p>The student can identify the meaning of and use words with affixes, including in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word</p>

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			<ul style="list-style-type: none"> differentiating between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien 	
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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> independently describe characters including external traits (appearance) and/or <u>does not</u> provide text evidence to support their description.	The student independently describes characters including external traits (appearance) and provides text evidence to support their description.	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 texts in ways which include key information, logical order, and highlight the purpose or meaning of the text.	The student retells and paraphrases fiction texts in ways which include key information, logical order, and highlight the purpose or meaning of the text.	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 text summary.

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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 10 continual minutes.	The student independently reads grade-level texts for 10-29 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.
I can read aloud grade-level text with fluency and comprehension. (2.4a)	The student orally and independently reads below EDL2 Lv. 16 with grade-level fluency and comprehension.	The student orally and independently reads at EDL2 Lv. 16-24 with grade-level fluency and comprehension.	The student orally and independently reads at EDL2 Lv. 28 with grade-level fluency and comprehension.	The student orally and independently reads above EDL2 Lv. 28 with grade-level fluency and comprehension.
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Reading / Comprehension / Independent Reading / Fluency (cont.)				
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) and/or identify text evidence to support their connections.	The student makes connections (text → self) and identifies text evidence to support their connections.	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 texts to build comprehension and gain information.	The student identifies the characteristics and structures of fiction texts 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	The student identifies characteristics and structures of different types of texts to build comprehension and gain information and compares

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			build comprehension and gain information.	texts of different genres on the same topic.
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 texts and use text evidence to support the inferences.	The student makes inferences about grade-level fiction texts and uses text evidence to support the inferences.	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.

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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 	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 	The student understands and uses the following parts of speech to write complete sentences: <ul style="list-style-type: none"> ● past, present, and future verb tense, including the difference between ser and estar ● singular, plural, common, and proper nouns, including gender-specific articles ● pronouns, including personal, possessive, and objective, and the difference in the use of 	The student understands and uses the following parts of speech to write complete sentences: <ul style="list-style-type: none"> ● simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar ● pronouns, including personal, possessive, objective, and reflexive pronouns

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			formal pronoun usted and informal pronoun tú	
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 does not 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 1/4 of a notebook-page daily (with illustrations) of sentences while drafting or does not stay engaged in writing for at least 20 minutes .	The student can produce at least 1/4 of a notebook-page daily (with illustrations) of coherent sentences while drafting and stays engaged in writing for at least 20 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 with minor changes in wording, phrasing, or sentence choices or rework the existing draft <i>with teacher support</i> .	The student revises drafts by writing a new draft with minor changes in wording, phrasing, or sentence choices or reworks the existing draft <i>with teacher 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 significant 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 punctuation and does not use resources when editing (e.g., word wall, dictionary).	The student independently edits drafts for punctuation but does not use resources when editing (e.g., word wall, dictionary).	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> independently write and	The student independently writes and publishes in a	The student independently writes and publishes in a	The student writes and publishes in a variety of genres

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	publish in a variety of genres including fiction .	variety of genres including fiction .	variety of genres including fiction, informational, correspondence, poetry, and persuasive .	including fiction, informational, poetry, persuasive, correspondence, and drama .
I can write legibly in print and form cursive letters accurately. (2.2e)	The student <u>does not</u> write legibly in print .	The student writes legibly in print .	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>cannot</u> listen actively.	The student can listen actively but does not ask relevant questions to clarify information.	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>cannot</u> answer questions.	The student can answer questions concisely.	The student answers questions in complete sentences using multiword responses .	The student answers questions using multi-sentence responses.

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<p>I can follow and restate instructions in short sequences. (2.1b)</p>	<p>The student <u>cannot</u> follow nor restate singular instructions consistently.</p>	<p>The student can follow and restate singular instructions.</p>	<p>The student follows and restates instructions which involve a sequence of actions.</p>	<p>The student follows and restates or creates instructions which involve a series of sequences of actions.</p>
<p>I can share information and ideas about a topic and speak clearly. (2.1c)</p>	<p>The student <u>does not</u> share ideas about a topic.</p>	<p>The student shares ideas about a topic.</p>	<p>The student clearly shares information and ideas about a topic using an appropriate pace and the conventions of language.</p>	<p>The student speaks eloquently about a topic using eye-contact and correct enunciation at an appropriate pace and volume.</p>