



Standards-Based Report Card Rubric: 2nd Grade Reading/Language Arts

Report Card Section	Report Card Statement	Standards Assessed	Term Assessed	Assessment of Mastery		
				Mastered Grade Level Standard (3)	Approaching Grade Level Standard (2)	Insufficient Progress on Grade Level Standard (1)
Foundational Language Skills	I can use a variety of strategies to decode words in isolation and in context.	2.2Bi Demonstrate phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends	1,2,3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited/unable to use a variety of word identification strategies to decode words
		2.2Bii Demonstrate phonetic knowledge by decoding words with silent letters such as knife and gnat	2,3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited/unable to use a variety of word identification strategies to decode words
		2.2Biii Demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables, open syllables, vce syllables, vowel teams including digraphs and diphthongs, r-controlled vowels and final stable syllables	2,3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited/unable to use a variety of word identification strategies to decode words
		2.2Biv Demonstrate phonetic knowledge by decoding compound words, contractions, and common abbreviations	3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited/unable to use a variety of word identification strategies to decode words

		2.2Bv Demonstrate phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	2,3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited/unable to use a variety of word identification strategies to decode words
		2.2Bvi Demonstrate phonetic knowledge by decoding words with prefixes, including un-, re-, and dis- and inflectional endings including -s, -es, -ed, -ing, -er, and -est	2,3,4	Consistently and independently uses a variety of word identification strategies to decode words	Inconsistently uses a variety of word identification strategies to decode words	Limited/unable to use a variety of word identification strategies to decode words
	I can read grade level high frequency words.	2.2Bvii Demonstrate phonetic knowledge by identifying and reading high frequency words from a research-based list	1,2,3,4	Consistently and independently identifies and reads grade level high frequency words T1:15 or more T2: 50 or more T3: 69 or more T4: 100 words	Consistently and independently identifies and reads grade level high frequency words T1: 7-14 words T2: 25-49 words T3: 35-68 words T4: 50-99 words	Consistently and independently identifies and reads grade level high frequency words T1: 6 or less T2: 24 or less T3: 34 or less T4: 49 or less
	I can use sounds, patterns, and high frequency words to spell words in my writing.	2.2Ci Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2,3,4	Consistently and independently spells words with VCe pattern, vowel teams, r-controlled syllables, and final stable syllables in authentic writing pieces	Consistently and independently spell words with VCe pattern, vowel teams, r-controlled syllables in authentic writing pieces	Limited ability to spell words with VCe pattern, vowel teams, r-controlled syllables, or final stable syllables in authentic writing pieces
		2.2Cvi Spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ing, -er, and -est	3,4	Consistently and independently spells words with prefixes and inflectional endings in authentic writing pieces	Inconsistently spells words with prefixes and inflectional endings in authentic writing pieces	Limited ability/unable to spell words with prefixes and inflectional endings in authentic writing pieces

	I can determine the meaning of new words.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words	2,3,4	Consistently and independently uses context to identify the relevant meaning of unfamiliar words and multiple-meaning words	Inconsistently uses context to identify the relevant meaning of unfamiliar words or multiple-meaning words.	Limited ability/unable to use context to identify the relevant meaning of unfamiliar words and/ or multiple-meaning words
	I can read grade level text with appropriate fluency and comprehension.	2.4 Reads grade level text with fluency and comprehension	4	Reads a Mastered level text or higher independently	Reads an Approaching level text independently	Reads an Insufficient Progress level text independently
	I can select and interact with text for a sustained period of time.	2.5 Self-select text and interact independently with text for increasing periods of time	4	Self-select and interacts with text for 25- 30 minutes independently	Self-select and interacts with text for 15-24 minutes independently	Self-select and/or interacts with text for less than 15 minutes independently
Comprehension Skills	I can use a variety of reading strategies to deepen understanding of a text.	2.6B Generate questions about text before, during, and after reading to deepen understanding gain information	3,4	Asks questions throughout text to enhance meaning and add clarification of understanding	Asks questions during some parts of reading; some questions may not add to understanding of text	Limited ability/unable to ask questions about text
		2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures	3,4	Makes, correct, and confirm predictions throughout text using evidence from text	Makes, correct, and/or confirm predictions throughout text	Limited ability/unable to make, correct, and/or confirm predictions throughout text
		2.6D Create mental images to deepen understanding	3,4	Creates mental images supported by background knowledge and sensory language; make adjustments as new information is presented	Creates mental images supported by background knowledge or sensory language	Limited ability/unable to create mental images supported by background knowledge and/or sensory language
		2.6E Make connections to personal experiences, ideas in other texts, and society	3,4	Uses background knowledge to enhance comprehension and make meaningful connections to	Relates background knowledge/experience to text	State what text reminds reader of, but unable to explain or relate to text

				text; able to make text-to-text and text-to-self connections		
		2.6F Make inferences and use evidence to support understanding	3,4	Makes predictions, interpretations and/or draws conclusions and justifies response with information from the text	Makes predictions, interpretations, and/or draws conclusions with supports, but does not justify response with information from the text	Limited ability/unable to make predictions, interpretations, or draw conclusions
		2.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	2,3,4	Consistently and independently identifies reading difficulties and makes adjustments	Inconsistently identifies reading difficulties and/or makes adjustments	Limited ability/unable to identify reading difficulties and/or makes adjustments
Response	I can write brief comments on text read or heard.	2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text	1,2,3,4	Consistently and independently writes brief comments on literary or informational texts that demonstrate comprehension	Inconsistently writes brief comments on literary or informational texts that demonstrate comprehension	Limited ability/unable to write brief comments on literary or informational texts that demonstrate comprehension
	I can use details from a text to explain my thinking.	2.7C Use text evidence to support an appropriate response	1,2,3,4	Consistently and independently uses accurate details to support a response	Inconsistently uses the details to support a response	Limited ability/unable to use details to support a response
	I can retell a text that maintains meaning in a logical sequence.	2.7D Retell and paraphrase text in ways that maintain meaning and logical order	1,2,3,4	Consistently and independently retells a text including important events from the beginning, middle, and end in sequential order using different words	Retells a text including some events from the beginning, middle and end in sequential order using exact language	Limited ability/unable to retell a text including one or two events
Multiple Genres	I can describe characters and	2.8B Describe the main character's (characters')	2,3,4	Describes characters in works of fiction and the	Describes characters in works of fiction and	Identifies characters in works of fiction

	the reasons for their actions/feelings in a fiction story.	internal and external traits		reasons for their actions and feelings	his/her feelings	
	I can describe plot elements and the importance of the setting in a fiction story.	2.8C Describe and understand plot elements including the main events, the conflict, and the resolution	2,3,4	Describes all plot elements from a story	Describes some plot elements from a story	Limited ability/unable to describe the plot elements
		2.8D Describe the importance of the setting	2,3,4	Describes the setting with accurate details and the importance to the story	Describes the setting from a story with accurate details	Identifies the setting from a story
	I can use a variety of print and graphic features to locate and gain information in informational text.	2.9Dii Recognize characteristics and structures of informational text, incl: features and graphics to locate and gain information.	2,3,4	Consistently and independently uses a variety of features and graphics to locate and gain specific information in text	Identifies a variety of features and graphics to locate or gain specific information in text	Limited ability/unable to use features and graphics to locate information in text
	I can recognize when an author uses organizational patterns in informational text.	2.9Diii Recognize characteristics and structures of informational text, incl: organizational patterns such as chronological order and cause and effect stated explicitly	2,3,4	Consistently and independently able to recognize at least 4 informational text structures (chronological, cause and effect, sequential, description)	Consistently and independently able to recognize at least 2 informational text structures (chronological, cause and effect, sequential, description)	Limited ability/unable to able to recognize an informational text structures (chronological, cause and effect, sequential, description)
	I can state what the author is trying to persuade the reader to think or do in persuasive text.	2.9Ei Recognize characteristics and structures of persuasive text, incl: stating what the author is trying to persuade the reader to think or do.	4	Consistently and independently states what the author is trying to persuade the reader to think or do	Inconsistently states what the author is trying to persuade the reader to think or do	Limited ability/unable to states what the author is trying to persuade the reader to think or do
	I can discuss the	2.10A Discuss the author's	2,3,4	Identifies the topic of text	Identifies the topic of text	Limited ability/unable to

Author's Purpose and Craft	author's purpose of writing a text.	purpose for writing text		and discuss the author's purpose for writing supported by text evidence	and discuss the author's purpose for writing with misconceptions	identify the topic of text and discuss the author's purpose for writing
	I can discuss the use of descriptive, literal, and figurative language in text.	2.10D Discuss the use of descriptive, literal, and figurative language	3,4	Consistently and independently discusses the use of descriptive, literal, and figurative language consistently.	Inconsistently discusses the use of descriptive, literal, and figurative language	Limited ability/unable to discuss the use of descriptive, literal, and figurative language
Composition	I can use the writing process to compose a variety of texts.	2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming	1,2,3,4	Independently and consistently plans to generate ideas and brainstorm (draw, share ideas, list key ideas)	Inconsistently plans for writing by generating ideas and brainstorming	Limited ability/unable to plan for writing by generating ideas and brainstorming
		2.11B Develop drafts into a focused piece of writing by organizing with structure and developing an idea with details	1,2,3,4	Independently and consistently drafts by sequencing ideas through writing sentences with appropriate genre structure and specific relevant details	Inconsistently develops partial drafts in oral, pictorial, or written form with appropriate genre structure and/or specific relevant details	Limited ability/unable to develop drafts in oral, pictorial, or written form
		2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences	1,2,3,4	Independently and consistently revises drafts by adding or deleting a word, phrase, or sentence	Inconsistently revises drafts by adding few details, words, or sentences	Limited ability/unable to revise drafts by adding details in pictures, words, or sentences
		2.11D Edit drafts using standard English conventions	1,2,3,4	Consistently and independently edits drafts using grade level rubric inc. using word wall words, grade appropriate spelling pattern and rules, and uses complete sentences with subject-verb agreement	Inconsistently edits drafts with grade appropriate rubric	Limited ability/unable to edit drafts using grade appropriate rubric
		2.11E Publish and share	1,2,3,4	Consistently and	Inconsistently publish and	Limited ability/unable to

		writing		independently publishes and shares writing with others	share writing with others	publish and share writing with others
	I can compose literary texts.	2.12A Compose literary texts, including personal narratives	1,2,3,4	Composes brief narratives that move through a logical sequence of events and includes clear beginning, middle, and end with transitions	Composes brief narratives with a simple sequence of events and may include a beginning, middle, and end	Composes multiple sentences describing a story that lacks structure and sequence
	I can compose informational texts.	2.12B Compose informational texts, including procedural texts and reports	2,3,4	Composes informational text that teaches readers about key ideas and supporting details about a topic	Composes informational text that teaches readers about a topic	Composes text that uses words, phrases or a sentence to describe a topic

Consistently = Able to complete tasks with 85-100% accuracy of the time over the assessment term (i.e., They are mostly accurate.)

Inconsistently = Able to complete tasks with 50-84% accuracy of the time over the assessment term (i.e., They are accurate more than half the time.)

With supports = Instructional tools (i.e., math tools, dictionaries, word walls) or teacher prompts (i.e., suggesting strategy, asking questions, giving sentence stems)

Limited Ability/Unable to = Able to complete tasks with less than 50% accuracy of the time over the assessment term