



I-SS Second Grade ELA Rubric for Report Cards & Grading

A variety of assessments are used to determine report card grades for ELA, including: Istation, classroom formative assessments and student work samples, etc.

READING LITERATURE	Q	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)
RL.1 <i>Ask and answer “Wh” questions to demonstrate an understanding of key details in text</i>	1	Cannot accurately ask and answer questions about a fiction story.	Can accurately ask and answer questions about a fiction story, but inconsistently.	Can consistently and accurately ask and answer questions about a fiction story.
RL.2 <i>Recount stories and determine the central message, lesson, or moral</i>	1, 2	Cannot retell stories, including key details, and demonstrate understanding of the central message or lesson	Can retell stories, including key details, and demonstrate understanding of the central message or lesson, but inconsistently	Can consistently retell stories, including key details, and demonstrate understanding of the central message or lesson
RL.3 <i>Describe how characters in a story respond to major events in a story</i>	1, 2	Cannot use important details from the text when they describe characters, settings, or important events in a story	Use important details from the text when they describe characters, settings, or important events in a story, but inconsistently	Use important details from the text when they describe characters, settings, or important events in a story consistently
RL.4 <i>Describe how words and phrases supply rhythm and meaning in a poem, song, or story</i>	3	Cannot describe how words and phrases supply rhythm and meaning in a poem, song, or story.	Can describe how words and phrases supply rhythm and meaning in a poem, song, or story, but inconsistently.	Can describe how words and phrases supply rhythm and meaning in a poem, song, or story consistently.
RL.5 <i>Describe the overall structure of a story: Beginning, Middle, and End</i>	1	Cannot describe how the story is structured from the beginning to the end. Does not show understanding that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.	Can describe parts of how the story is structured from the beginning to the end. Shows an inconsistent understanding that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.	Can describe parts of how the story is structured from the beginning to the end. Shows consistent understanding that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.

RL.6 <i>Distinguish the difference in characters' points of view</i>	1	Cannot recognize the differences in the points of view of characters and does not use different voices for each character when reading aloud.	Recognizes the differences in the points of view of characters and uses different voices for each character when reading aloud inconsistently.	Recognize the differences in the points of view of characters and uses different voices for each character when reading aloud consistently.
RL.7 <i>Demonstrate understanding of character, setting, and plot</i>	1	Cannot explain the characters, setting, or plot using what they learn from the illustrations and words in a text less than 50% of the time.	Explains the characters, setting, or plot using what they learn from the illustrations and words in a text less than inconsistently. These texts can be print and/or digital.	Explains the characters, setting, or plot using what they learn from the illustrations and words in a text consistently. These texts can be print and/or digital.
RL.9 <i>Compare and contrast two versions of the same story</i>	2, 3	Unable to compare and contrast two versions of the same story using a Venn Diagram.	Inconsistently able to compare and contrast two versions of the same story using a Venn Diagram.	Consistently able to compare and contrast two versions of the same story using a Venn Diagram. They should be able to write or draw one or two observations on how the stories are alike and different when considering characters, setting, and plot.
RL.10 <i>Read and understand on-grade level text</i>	3	Cannot read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time, while connecting prior knowledge and experiences to text .	Inconsistently reads and understands literature within the 2-3 text complexity band proficiently and independently for sustained periods of time, while connecting prior knowledge and experiences to text .	Consistently reads and understands literature within the 2-3 text complexity band proficiently and independently for sustained periods of time, while connecting prior knowledge and experiences to text .

READING INFORMATIONAL TEXT <i>*Students read informational texts connected to grade 2 topics and subject areas and determine the meaning of words or phrases within the texts.</i>	Q	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)
		RI.1 <i>Ask and answer "Wh" questions to demonstrate an understanding of key details in a text</i>	1, 3, 4	Cannot accurately ask and answer questions about a nonfiction story.

RI.2 Identify the main idea of a text	3, 4	Cannot identify the main idea of an informational text.	Inconsistently identifies the main idea of an informational text.	Consistently identifies the main idea of an informational text.
RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2, 4	Cannot describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Inconsistently describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Consistently describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.4 Determine vocabulary relevant to 2nd grade topics	2, 3	Cannot use context clues, illustrations, and text features to determine meaning of unknown words or phrases.	Inconsistently uses context clues, illustrations, and text features to determine meaning of unknown words or phrases.	Consistently uses context clues, illustrations, and text features to determine meaning of unknown words or phrases.
RI.5 Locate and identify text features	2, 3, 4	Not familiar with and cannot make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons.	Inconsistently familiar with and not always able to make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. Students know that different text features provide different information, and they use the correct text features to find the needed information inefficiently.	Students are familiar with and make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. Students know that different text features provide different information, and they use the correct text features to find the needed information efficiently between consistently.
RI.6 Identify the author's purpose of a text	2, 4	Cannot determine the author's purpose in the text.	Determines the author's purpose in text while reading inconsistently.	Determines the author's purpose in text while reading consistently.
RI.7 Explain how specific images contribute to and clarify the text.	2, 3	Cannot explain how images contribute and clarify the text.	Can explain how images contribute and clarify the text, but inconsistently.	Can explain how images contribute and clarify the text consistently.
RI.8 Identify the reasons an author gives support to ideas in a text.	4	Cannot identify why the author gives support ideas in a text.	Can inconsistently identify and explain why the author gives support to ideas in a text.	Can consistently identify and explain why the author gives support to ideas in a text.
RI.9 Compare and contrast important points in two different texts on the same topic	3, 4	Cannot explain the differences and similarities of the key points of two texts on the same topic.	Can explain the differences and similarities of the key points of two texts on the same topic, but inconsistently.	Can explain the differences and similarities of the key points of two texts on the same topic consistently.
RI.10 Read and understand on-grade level text	3, 4	Cannot read and understand informational text on grade level	Can read informational text on grade level but is unable to understand it	Can consistently read and understand informational text on grade level

FOUNDATIONAL SKILLS	Q	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)
RF.2 <i>Print all upper- and lowercase letters legibly and proportionally</i>	1, 2, 3, 4	Occasionally can print all upper- and lowercase letters legibly and proportionally.	Prints all upper- and lowercase letters legibly and proportionally most of the time.	Consistently prints all upper- and lowercase letters legibly and proportionally.
RF.4 <i>Grade Appropriate Phonics-Letterland</i>	1, 2, 3, 4	Decodes inconsistently	Can decode or apply to some words, but inconsistently	Can consistently decode and apply grade level phonics to words
RF.5 <i>Read a text with fluency</i>	1, 2, 3, 4	Can read below gr. level text	Can read gr. level text, but not consistently with fluency, expression, purpose and self correction	Can consistently read grade level text with fluency, expression, purpose and self correction

WRITING	Q	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)
W.3 <i>Uses a combination of drawing, dictating, and writing to compose narrative pieces of writing</i>	1	Students are able to write narratives in which they recount a well-elaborated event or short sequence of events , include details to describe actions, thoughts, and feelings in fewer than 2/5 writing pieces.	Students are able to write narratives in which they recount a well-elaborated event or short sequence of events , include details to describe actions, thoughts, and feelings in 2-3/5 writing pieces.	Students are able to write narratives in which they recount a well-elaborated event or short sequence of events , include details to describe actions, thoughts, and feelings in 4/5 writing pieces.
W.1 <i>Uses a combination of drawing, dictating, and writing to compose opinion pieces of writing</i>	2	Students are able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section in 0 to 1 out of 5 writing pieces.	Students are able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section in 2 or 3 out of 5 writing pieces.	Students are able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section in 4 or 5 out of 5 writing pieces.
W.2 <i>Uses a combination of drawing, dictating, and writing to compose research pieces of writing</i>	4	Students are able to write informative /explanatory texts in which they introduce a topic , use facts and definitions to develop	Students are able to write informative/explanatory texts in which they introduce a topic , use facts and definitions to develop points, and	Students are able to write informative/explanatory texts in which they introduce a topic , use facts and definitions to develop points, and

		points, and provide a concluding statement or section in 0 to 1 out of 5 writing pieces.	provide a concluding statement or section in 2 or 3 out of 5 writing pieces.	provide a concluding statement or section in 4 or 5 out of 5 writing pieces.
<i>Uses a combination of drawing, dictating, and writing to compose informative/explanatory pieces of writing</i>	1, 2, 3, 4	Students are not able to compose complete sentences using appropriate punctuation and capitalization.	Students are able to write a strong paragraph that include some punctuation and capitalization, some of the time.	Students are able to write a strong paragraph about a topic that includes punctuation and capitalization.

LANGUAGE	N Not Yet on grade-level standard (less than half of the time; demonstrates minimally)	P Progressing on grade-level standard (more than half of the time; demonstrates inconsistently)	M Meets Standard (large majority of the time; demonstrates consistently)
Demonstrate understanding of the conventions of standard English	<i>Students use proper conventions less than occasionally.</i>	<i>Students use proper conventions more than inconsistently.</i>	<i>Students use proper conventions consistently.</i>