

| Midlothian ISD Standards Based Report Card Rubric: Grade 2 ELAR | | | | |
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| Report Card Section | Standards Assessed | Assessment of Mastery | | |
| | | Meets Standard - Scored 3 | Progress Being Made Toward Standard - Scored 2 | Area of Concern (Not making appropriate progress) - Scored 1 |
| First Reporting Period | | | | |
| Phonics | 2(B)iii decodes multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | Consistently uses common syllabication patterns to decode words. | Occasionally uses basic syllabication patterns to decode words. | Rarely uses basic syllabication patterns to decode words. |
| | 2(B)v decodes words using knowledge of syllable division such as VCCV, VCV, and VCCCV; | Consistently decodes words using knowledge of syllable division such as VCCV, VCV, and VCCCV. | Occasionally decodes words using knowledge of syllable division such as VCCV, VCV, and VCCCV. | Rarely decodes words using knowledge of syllable division such as VCCV, VCV, and VCCCV. |
| | 2(B)vi decodes words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and | Consistently decodes words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est. | Occasionally decodes words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est. | Rarely decodes words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est. |
| Spelling | 2(C)iii spelling compound words, contractions, and common abbreviations; | Consistently spells compound words, contractions, and common abbreviations. | Occasionally spells compound words, contractions, and common abbreviations. | Rarely spells compound words, contractions, and common abbreviations. |
| Response Skills | 7(E) interact with sources in meaningful ways such as asking questions, illustrating or writing; and | Consistently interacts with sources in meaningful ways such as asking questions, illustrating or writing. | Occasionally interacts with sources in meaningful ways such as asking questions, illustrating or writing. | Rarely interacts with sources in meaningful ways such as asking questions, illustrating or writing. |

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| Comprehension Skills | 6(H) synthesize information to create new understanding; and | Consistently synthesize information to create new understanding. | Occasionally synthesizes information to create new understanding. | Rarely synthesizes information to create new understanding. |
| | 10(B) identify the use of first or third person in a text. | Consistently identifies the use of first or third person in a text. | Occasionally identifies the use of first or third person in a text. | Rarely identifies the use of first or third person in a text. |
| | 11(A) plan a first draft by generating ideas for writing such as drawing and | Consistently plan a first draft by generating ideas for writing such as drawing. | Occasionally plans a first draft by generating ideas for writing such as drawing. | Rarely plans a first draft by generating ideas for writing such as drawing. |
| Second Reporting Period | | | | |
| Phonics | 2(B) Demonstrate and apply phonetic knowledge. | Consistently demonstrates and applies phonetic knowledge. | Occasionally demonstrates and applies phonetic knowledge. | Rarely demonstrates and applies phonetic knowledge. |
| | 2(B)i decodes words with short, long, or variant vowels, trigraphs, and blends; | Consistently decodes words with short, long, or variant vowels, trigraphs, and blends. | Occasionally decodes words with short, long, or variant vowels, trigraphs, and blends. | Rarely decodes words with short, long, or variant vowels, trigraphs, and blends. |
| | 2(C)iv spelling multisyllabic words with multiple sound-spelling patterns; | Consistently spells multisyllabic words with multiple sound-spelling patterns. | Occasionally spells multisyllabic words with multiple sound-spelling patterns. | Rarely spells multisyllabic words with multiple sound-spelling patterns. |

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| Spelling | 2(C)v spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and | Consistently spells words using knowledge of syllable division patterns, including words with double consonants in the | Occasionally spells words using knowledge of syllable division patterns, including words with double consonants in the middle of the word. | Rarely spells words using knowledge of syllable division patterns, including words with double consonants in the middle of the word. |
| | 2(C)vi spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and | Consistently spells words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and - | Occasionally spells words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est. | Rarely spells words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est. |
| Comprehension Skills | 6(B) generate questions about text before, during, and after reading to deepen understanding and gain information; | Consistently generates questions about text before, during, and after reading to deepen understanding and gain information. | Occasionally generates questions about text before, during, and after reading to deepen understanding and gain information. | Rarely generates questions about text before, during, and after reading to deepen understanding and gain information. |
| | 6(l) monitor comprehension and make adjustments when understanding breaks down | Consistently monitors comprehension and make adjustments when understanding breaks down. | Occasionally monitors comprehension and make adjustments when understanding breaks down. | Rarely monitors comprehension and make adjustments when understanding breaks down. |
| Reponse Skills | 7(B) write brief comments on literary or informational texts; | Consistently writes brief comments on literary or informational texts. | Occasionally writes brief comments on literary or informational texts. | Rarely writes brief comments on literary or informational texts. |
| | 7(F) respond using newly acquired vocabulary as appropriate. | Consistently responds using newly acquired vocabulary as appropriate. | Occasionally responds using newly acquired vocabulary as appropriate. | Rarely responds using newly acquired vocabulary as appropriate. |
| Composition | 11(D)i complete sentences with subject-verb agreement; | Consistently completes sentences with subject-verb agreement. | Occasionally completes sentences with subject-verb agreement. | Rarely completes sentences with subject-verb agreement. |
| | 11(E) publish and share writing. | Consistently publishes and shares writing. | Occasionally publishes and shares writing. | Rarely publishes and shares writing. |

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| Writing Process | 11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences; | Consistently revises drafts by adding, deleting, or rearranging words, phrases, or sentences. | Occasionally revises drafts by adding, deleting, or rearranging words, phrases, or sentences. | Rarely revises drafts by adding, deleting, or rearranging words, phrases, or sentences. |
| | 11(D)iii singular, plural, common, and proper nouns | Consistently uses singular, plural, common, and proper nouns. | Occasionally uses singular, plural, common, and proper nouns. | Rarely uses singular, plural, common, and proper nouns. |
| | 11(D)vi prepositions and prepositional phrases | Consistently uses prepositions and prepositional phrases. | Occasionally uses prepositions and prepositional phrases. | Rarely uses prepositions and prepositional phrases. |
| | 11(D)vii objective case pronouns | Consistently uses objective case pronouns. | Occasionally uses objective case pronouns. | Rarely uses objective case pronouns. |
| Third Reporting Period | | | | |
| Spelling | 2(C)i spells 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; | Consistently uses knowledge of spelling patterns to decode difficult words while reading. | Occasionally recognizes differences between short and long vowel patterns. | Rarely recognizes consonant letter sounds and blends. |
| | 2(C)ii spelling words with silent letters such as knife and gnat; | Consistently spells words with silent letters such as knife and gnat. | Occasionally spells words with silent letters such as knife and gnat. | Rarely spells words with silent letters such as knife and gnat. |
| | 2(C) demonstrates and applies spelling knowledge. | Consistently demonstrates and applies spelling knowledge. | Occasionally demonstrates and applies spelling knowledge. | Rarely demonstrates and applies spelling knowledge. |
| Language Skills | 1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions; | Consistently follows, restates, and gives oral instructions that involve a short, related sequence of actions. | Occasionally follows, restates, and gives oral instructions that involve a short, related sequence of actions. | Rarely follows, restates, and gives oral instructions that involve a short, related sequence of actions. |
| Imagination | 6(D) create mental images to deepen understanding; | Consistently creates mental images to deepen understanding. | Occasionally creates mental images to deepen understanding. | Rarely creates mental images to deepen understanding. |

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| Comprehens Skills | 6(G) evaluate information to determine what is most important; | Consistently evaluates information to determine what is most important. | Occasionally evaluates information to determine what is most important. | Rarely evaluates information to determine what is most important. |
| Response Skills | 7(D) retell and paraphrase texts in ways that maintain meaning and logical order; | Consistently retells and paraphrases texts in ways that maintain meaning and logical order. | Occasionally retells and paraphrases texts in ways that maintain meaning and logical order. | Rarely retells and paraphrases texts in ways that maintain meaning and logical order. |
| Multiple Genres | 8(D) describe the importance of the setting. | Consistently describes the importance of the setting. | Occasionally describes the importance of the setting. | Rarely describes the importance of the setting. |
| | 8(A) identify the basic theme; | Consistently identifies the basic theme. | Occasionally identifies the basic theme. | Rarely identifies the basic theme. |
| | 9(B) identify rhyme, rhythm, and repetition in a variety of poems; | Consistently identifies rhyme, rhythm, and repetition in a variety of poems. | Occasionally identifies rhyme, rhythm, and repetition in a variety of poems. | Rarely identifies rhyme, rhythm, and repetition in a variety of poems. |
| | 9(D)iii chronological order and cause and effect stated explicitly; and | Consistently recognizes chronological order and cause and effect stated explicitly. | Occasionally recognizes chronological order and cause and effect stated explicitly. | Rarely recognizes chronological order and cause and effect stated explicitly. |
| Author's Craft | 10(A) identify the use of literal and figurative language; and | Consistently identifies the use of literal and figurative language | Occasionally identifies the use of literal and figurative language. | Rarely identifies the use of literal and figurative language. |
| ng Process | 11(D)ii past, present, and future verbs | Consistently uses past, present, and future verbs. | Occasionally uses past, present, and future verbs. | Rarely uses past, present, and future verbs. |
| | 11(D)iv descriptive adjectives and articles | Consistently uses descriptive adjectives and articles. | Occasionally uses descriptive adjectives and articles. | Rarely uses descriptive adjectives and articles. |
| | 11(D)v adverbs that convey time | Consistently uses adverbs that convey time. | Occasionally uses adverbs that convey time. | Rarely uses adverbs that convey time. |

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| Writing | 11(D) use end punctuation and apostrophes | Consistently uses end punctuation and apostrophes. | Occasionally uses end punctuation and apostrophes. | Rarely uses end punctuation and apostrophes. |
| | 12(C) compose correspondence | Consistently composes correspondence. | Occasionally composes correspondence. | Rarely composes correspondence. |
| Inquiry and Research | 13(C) identify primary and secondary sources | Consistently identifies primary and secondary sources. | Occasionally identifies primary and secondary sources. | Rarely identifies primary and secondary sources. |
| Fourth Grading Period | | | | |
| Handwriting | 2(D) develop handwriting by accurately forming all cursive | Consistently forms all cursive letters using appropriate strokes when connecting letters. | Occasionally forms some cursive letters using appropriate strokes when connecting letters. | Rarely forms few cursive letters using appropriate strokes when connecting letters. |
| | 1(E) develop social communication such as distinguishing between asking and telling. | Consistently develops social communication such as distinguishing between asking and telling. | Occasionally develops social communication such as distinguishing between asking and telling. | Rarely develops social communication such as distinguishing between asking and telling. |
| | 1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; | Consistently listens actively, asks relevant questions to clarify information, and answers questions using multi-word responses. | Occasionally listens actively, asks relevant questions to clarify information, and answers questions using multi-word responses. | Rarely listens actively, asks relevant questions to clarify information, and answers questions using multi-word responses. |
| | 1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; | Consistently shares information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. | Occasionally shares information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. | Rarely shares information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. |

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| Language Skills | 1(D) work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and | Consistently works collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others. | Occasionally works collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others. | Rarely works collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others. |
| | 2(A) demonstrate phonological awareness by manipulating phonemes within base words; | Consistently decodes two-syllable nonsense words and regular multisyllabic words. | Occasionally decodes one-syllable nonsense words and regular two-syllable words. | Rarely decodes monosyllabic words. |
| | 3(A) uses print or digital resources to determine meaning and pronunciation of unknown words; | Consistently uses print or digital resources to determine meaning and pronunciation of unknown words. | Occasionally uses print or digital resources to determine meaning and pronunciation of unknown words. | Rarely uses print or digital resources to determine meaning and pronunciation of unknown words. |
| | 3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words; | Consistently uses context within and beyond a sentence to determine the meaning of unfamiliar words. | Occasionally uses context within and beyond a sentence to determine the meaning of unfamiliar words. | Rarely uses context within and beyond a sentence to determine the meaning of unfamiliar words. |
| | 3(C) identify the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and | Consistently identifies the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion. | Occasionally identifies the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion. | Rarely identifies the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion. |
| | 3(D) identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context. | Consistently identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context. | Occasionally identifies and explain the meaning of antonyms, synonyms, idioms, and homographs in context. | Rarely identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context. |
| Phonics | 2(B)iii decodes multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; | Consistently uses common syllabication patterns to decode words. | Occasionally uses basic syllabication patterns to decode words. | Rarely uses basic syllabication patterns to decode words. |

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| Fluency | (5) Self-select text and read independently for a sustained period of time. | Consistently self-selects text and reads independently for a sustained period of time. | Occasionally can self-select text and reads for a sustained period of time. | Rarely can self-select text and reads for a sustained period of time. |
| Comprehension Skills | 6(A) establish purpose for reading assigned and self-selected texts; | Consistently establishes purpose for reading assigned and self-selected texts. | Occasionally establishes purpose for reading assigned and self-selected texts. | Rarely establishes purpose for reading assigned and self-selected texts. |
| | 6(E) make connections to personal experiences, ideas in other texts, and the larger community; | Consistently makes connections to personal experiences, ideas in other texts, and the larger community. | Occasionally makes connections to personal experiences, ideas in other texts, and the larger community. | Rarely makes connections to personal experiences, ideas in other texts, and the larger community. |
| | 6(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; | Consistently makes, corrects, or confirms predictions using text features, characteristics of genre, and structures. | Occasionally makes, corrects, or confirms predictions using text features, characteristics of genre, and structures. | Rarely makes, corrects, or confirms predictions using text features, characteristics of genre, and structures. |
| | 6(F) make inferences and use evidence to support understanding; | Consistently makes inferences and uses evidence to support understanding. | Occasionally makes inferences and uses evidence to support understanding. | Rarely makes inferences and uses evidence to support understanding. |
| Response Skills | 7(A) describe the personal and emotional connections to a variety of sources; | Consistently describes the personal and emotional connections to a variety of sources. | Occasionally describes the personal and emotional connections to a variety of sources. | Rarely describes the personal and emotional connections to a variety of sources. |
| | 7(C) use text evidence to support an appropriate response | Consistently uses text evidence to support an appropriate response | Occasionally uses text evidence to support an appropriate response | Rarely uses text evidence to support an appropriate response |
| | 8(B) describe the main character(s) and how their feelings and actions change; | Consistently describes the main character(s) and how their feelings and actions change. | Occasionally describes the main character(s) and how their feelings and actions change. | Rarely describes the main character(s) and how their feelings and actions change. |
| | 8(C) identify and understand plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and | Consistently identifies and understands plot elements, including the main events, the problem, and the resolution, for texts read alouds and independent reading. | Occasionally identifies and understands plot elements, including the main events, the problem, and the resolution, for texts read alouds and independent reading. | Rarely identifies and understands plot elements, including the main events, the problem, and the resolution, for texts read alouds and independent reading. |

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| Multiple Genres | 9(A) demonstrate knowledge of well-known children’s literature such as folktales, fables, and fairy tales | Consistently demonstrates knowledge of well-known children’s literature. | Occasionally demonstrates knowledge of well-known children’s literature. | Rarely demonstrates knowledge of well-known children’s literature. |
| | 9(C) identify the elements of a play such as characters, dialogue, and setting; | Consistently identifies the elements of a play such as characters, dialogue, and setting. | Occasionally identifies the elements of a play such as characters, dialogue, and setting. | Rarely identifies the elements of a play such as characters, dialogue, and setting. |
| | 9(D) recognize characteristics and structures of informational text, including: | Consistently recognizes characteristics and structures of informational text. | Occasionally recognizes characteristics and structures of informational text. | Rarely recognizes characteristics and structures of informational text. |
| | 9(D)ii features and graphics to locate and gain information; and | Consistently recognizes features and graphics to locate and gain information. | Occasionally recognizes features and graphics to locate and gain information. | Rarely recognizes features and graphics to locate and gain information. |
| | 9(E) recognize characteristics of persuasive text, including what the author is trying to persuade the reader to think or do. | Consistently recognizes characteristics of persuasive text, including what the author is trying to persuade the reader to think or do. | Occasionally recognizes characteristics of persuasive text, including what the author is trying to persuade the reader to think or do. | Rarely recognizes characteristics of persuasive text, including what the author is trying to persuade the reader to think or do. |
| Writing Process | 11(D)viii capitalization of months, days of the week, and the salutation and conclusion of a letter | Consistently uses capitalization of months, days of the week, and the salutation and conclusion of a letter. | Occasionally uses capitalization of months, days of the week, and the salutation and conclusion of a letter. | Rarely uses capitalization of months, days of the week, and the salutation and conclusion of a letter. |
| | 12(A) compose literary texts, including personal narratives and poetry | Consistently composes literary texts. | Occasionally composes literary texts. | Rarely composes literary texts. |
| | 11(B) develop drafts into a focused piece of writing by: | Consistently develops drafts into a focused piece of writing. | Occasionally develops drafts into a focused piece of writing with assistance. | Rarely develops drafts into a focused piece of writing. |
| | 11(B)i organizing with structure; and | Consistently organizes with structure. | Occasionally organizes with structure. | Rarely organizes with structure. |
| | 11(B)ii developing an idea with specific and relevant details; | Consistently develops an idea with specific and relevant details. | Occasionally develops an idea with specific and relevant details. | Rarely develops an idea with specific and relevant details. |
| | 11(D) edit drafts using standard English conventions, including: | Consistently edits drafts using standard English conventions. | Occasionally edits drafts using standard English conventions. | Rarely edits drafts using standard English conventions. |
| | 12(B) compose informational texts, including procedural texts and reports | Consistently composes informational texts. | Occasionally composes informational texts. | Rarely composes informational texts. |

**Inquiry and
Research**

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| 13(B) identify and gather relevant sources and information to answer the questions | Consistently identifies and gathers relevant sources and information to answer the questions. | Occasionally identifies and gathers relevant sources and information to answer the questions. | Rarely identifies and gathers relevant sources and information to answer the questions. |
| 13(D) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results. | Consistently uses an appropriate mode of delivery, whether written, oral, or multi-modal, to present results. | Occasionally uses appropriate mode of delivery, whether written, oral, or multi-modal, to present results. | Rarely uses an appropriate mode of delivery, whether written, oral, or multi-modal, to present results. |