



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

Revised 8/3/2022

Report Card Section	Report Card Statement	Standards Assessed	Quarter Assessed	Assessment of Mastery		
				Met Standard (MS)	Approaching Standard (AS)	Insufficient Progress (IP)
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;	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;	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;	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;

<p>2.2Biv Demonstrate phonetic knowledge by decoding compound words, contractions, and common abbreviations;</p>	<p>3, 4</p>	<p>Consistently and independently uses a variety of word identification strategies to decode words;</p>	<p>Inconsistently uses a variety of word identification strategies to decode words;</p>	<p>Limited/unable to use a variety of word identification strategies to decode words;</p>
<p>2.2Bv Demonstrate phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV</p>	<p>3, 4</p>	<p>Consistently and independently uses a variety of word identification strategies to decode words;</p>	<p>Inconsistently uses a variety of word identification strategies to decode words;</p>	<p>Limited/unable to use a variety of word identification strategies to decode words;</p>
<p>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</p>	<p>2, 3, 4</p>	<p>Consistently and independently uses a variety of word identification strategies to decode words;</p>	<p>Inconsistently uses a variety of word identification strategies to decode words;</p>	<p>Limited/unable to use a variety of word identification strategies to decode words;</p>

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 Q1:16 or more Q2: 50 or more Q3: 68 or more Q4: 100 words	Consistently and independently identifies and reads grade-level high frequency words Q1: 8-15 words Q2: 25-549 words Q3: 34-67 words Q4: 50-99 words	Consistently and independently identifies and reads grade level high frequency words Q1: 7 or less Q2: 24 or less Q3: 33 or less Q4: 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;	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	2, 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 develop handwriting by forming all print and cursive letters accurately and by using appropriate strokes when writing.	2.2E Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters;	Print 1, 2 Cursive 3, 4	Consistently forms all letters in print (Quarters 1, 2) and cursive (Quarters 3, 4) accurately and correctly;	Inconsistently forms some letters in print (Quarters 1, 2) and cursive form (Quarters 3, 4);	Limited or low ability to form letters legibly in print (Quarters 1, 2) or cursive (Quarters 3,4);
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 <i>Mastered</i> level text or higher independently;	Reads an <i>Approaching</i> level text independently;	Reads an <i>Insufficient Progress</i> 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-selects and interacts with text for 25 - 30 minutes independently;	Self-selects and interacts with text for 15 - 24 minutes independently;	Self-selects 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;	1,2, 3, 4	Asks questions throughout the text to enhance meaning and add clarification of understanding;	Asks questions during some parts of reading; some questions may not add to an 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;	1,2, 3, 4	Makes, corrects, and confirms predictions throughout the text using evidence from text;	Makes, corrects, and/or confirms predictions throughout the 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; makes 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 text; able to make text-to-text and text-to-self connections;	Relates background knowledge/experience to text;	States what text reminds reader of, but unable to explain or relate to text;

		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 monitors comprehension, 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 maintains 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 the reasons for their actions/feelings in a fiction story.	2.8 A Discuss topics and determine theme using text evidence with adult assistance;	1, 2, 3, 4	Discuss topics and determine theme using text evidence with limited or no adult assistance;	Discuss topic and determine theme using text evidence with adult assistance;	Unable to discuss topic and determine theme using text evidence with adult assistance;
		2.8B Describe the main characters' internal and external traits;	1, 2, 3, 4	Describes characters in works of fiction and the reasons for their actions and feelings;	Describes characters in works of fiction and his/her feelings;	Identifies characters in works of fiction;
	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;	1, 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;	1, 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 identify characteristics of well-known children's literature such as folktales, fables, and fairy tales.	2.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;	2, 3, 4	Consistently identifies characteristics of well-known children's literature;	Identifies some characteristics of well-known children's literature;	Limited ability/unable to identify characteristics of well-known children's literature;
I can identify elements of poetry.	2.9B Explain visual patterns and structures in a variety of poems;	2, 3, 4	Consistently and independently able to identify all elements of poetry;	Identifies partial elements of poetry;	Limited ability/unable to identify elements of poetry;
I can identify elements of drama.	2.9C Discuss elements of drama such as characters, dialogue and setting;	3, 4	Consistently and independently able to identify all the elements of drama;	Identifies partial elements of drama;	Limited ability/unable to identify elements of drama;
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, including: organizational patterns such as chronological order and cause and effect stated explicitly;	2, 3, 4	Able to recognize at least 4 informational text structures (chronological, cause and effect, sequential, description) independently;	Able to recognize at least 2 informational text structures (chronological, cause and effect, sequential, description) independently;	Unable to able to recognize informational text structures (chronological, cause and effect, sequential, description) independently;

	I can state what an author is trying to persuade the reader to think or do.	2.9Ei Recognize characteristics and structures of persuasive text, including stating what the author is trying to persuade the reader to think or do;	4	Consistently and independently able to state 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 distinguish fact from opinion in persuasive text.	2.9 Eii Distinguish facts from opinion;	4	Consistently and independently able to distinguish fact from opinion in persuasive text;	Inconsistently able to distinguish fact from opinion in persuasive text;	Limited ability/unable to distinguish fact from opinion in persuasive text;
Author's Purpose and Craft	I can discuss the author's purpose of writing a text.	2.10A Discuss the author's purpose for writing texts;	2, 3, 4	Identifies the topic of text discuss the author's purpose for writing supported by text evidence;	Identifies the topic of text and discusses the author's purpose for writing with misconceptions;	Limited ability/unable to identify the topic of text and discuss the author's purpose for writing;
	I can discuss how the author's use of text structure contributes to the author's purpose.	2.10B Discuss how the use of text structure contributes to the author's purpose;	3, 4	Discusses how the use of text structure contributes to the author's purpose accurately;	Discusses how the use of text structure contributes to the author's purpose with some misconceptions;	Limited ability/unable to discuss the use of text structure to the author's purpose;
	I can discuss the author's use of print and graphic features to achieve specific purposes.	2.10 C Discuss the author's use of print and graphic features to achieve specific purposes;	3, 4	Discusses the author's use of print and graphic features to achieve specific purposes accurately;	Discusses the author's use of print and graphic features to achieve a specific purpose with some misconceptions;	Limited ability/unable to discuss the author's use of print and graphic features to achieve a specific purpose;

	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	Discusses the use of descriptive, literal, and figurative language accurately;	Discusses the use of descriptive, literal, and figurative language with some misconceptions;	Limited ability/unable to discuss the use of descriptive, literal, and figurative language;
	I can use and identify the use of first or third person in a text.	2.10E Identify the use of first or third person in a text;	3, 4	Identifies both first and third person in a text accurately;	Identifies the first or third person in a text with some misconceptions;	Limited ability /unable to identify first and third person in a text;
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, generates ideas and brainstorms (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 or deleting a few details, words, or sentence;	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 including using word wall words, grade appropriate spelling patterns 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;
	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 a 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;
	I can compose correspondence such as thank you notes and letters.	2.12C Compose correspondence such as thank you notes and letters;	1, 2, 3, 4	Composes correspondence using proper structure and grammar;	Composes correspondence with limited structure and grammar;	Unable to compose correspondence with proper structure and grammar;

Inquiry and Research	I can gather information to find answers to my questions and present the information in more than one way.	2.13 A-G Generate, develop and follow, identify and gather sources, identify primary and secondary sources, demonstrate understanding of information gathered, cite sources, use an appropriate mode of delivery.	1, 2, 3, 4	Conducts inquiry and research to answer questions following all steps required;	Conducts some inquiry and research following some of the steps required;	Conducts limited research and follows limited steps required;
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Grade	Fountas & Pinnell Guided Reading Levels	DRA2	Lexia Reading Core 5	Time
Kinder	A	A-1	Level 2	BOY
	B	2	Level 3	MOY
	C	3-4	Level 4	
	D	6	Level 4-5	
	E	8	Level 5	EOY
1st	F	10		BOY
	G	12	Level 6	MOY
	H	14	Level 7	
	I	16	Level 8	
	J	18	Level 9	EOY
2nd	K	20	Level 10	BOY
	L	24	Level 11	MOY
	M	28	Level 12	EOY

BOY - Beginning of Year

MOY - Middle of Year

EOY - End of Year

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

Met Standard (MS)

Approaching Standard (AS)

Insufficient Progress (IP)

***September 2022**