

Midlothian ISD Standards Based Report Card Rubric: Grade 2 ELAR

Report Card Section	Report Card Strand	Standards Assessed	Assessment of Mastery			
			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
FIRST REPORTING PERIOD						
Authors Purpose and Craft	2.10 Analyzes and applies author's craft purposefully and explains how they influence and communicate meaning	The student will be able to identify the authors purpose (eg. to inform, persuade, entertain, describe, explain, etc) based on details and facts provided in the text orally or in writing.	-The student is able to discuss the authors purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) with teacher assistance .	-The student is able to discuss the authors purpose for writing (eg. to inform, persuade, entertain, describe, explain etc).	-The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc). -The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc). -The student is able to 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Report Card Section	Report Card Strand	Standards Assessed	Assessment of Mastery			
			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
Composition	2.12 Uses genre characteristics and craft to compose multiple texts that are meaningful	The student will be able to use genre characteristics and craft to compose multiple texts that are meaningful.	The student will be able to compose a personal narrative with teacher assistance .	The student will be able to compose a personal narrative .	The student will be able to compose a personal narrative which includes: • Focusing on a personal experience • Providing details	The student will be able to compose a personal narrative which includes: • Focusing on a personal experience • Providing specific and relevant details • Telling the story in an organized way
Fluency	2.4 Reads grade level text with appropriate grade-level fluency	The student will be able to read grade level text with appropriate fluency, accuracy, and prosody.	The student will read a grade level text with 90% accuracy or below and have a word count of 41 words per minute or below .	The student will read a grade level text with 90% accuracy and a word count of 42-55 words per minute .	The student will read a grade level text with 90% accuracy and a word count of 56-69 words per minute .	The student will read a grade level text with 90% accuracy and a word count of 70+ words per minute .
Phonics	2.2B Demonstrate and apply phonetic knowledge	The student will be able to decode words with short vowels, two letter blends, digraphs, tripphraphs, diphthongs, soft c and g, and CVc words.	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels and CVc words with accuracy in grade level text with teacher assistance .	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, two letter blends, soft c and g, CVc words with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, two letter blends, and CVc, digraphs, trigraphs, three letter blends with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, two letter blends, soft c and g, CVc, digraphs, trigraphs, three letter blends, and diphthongs with accuracy in grade level text.
High Frequency Words	2.2B (vii) Identify and read high frequency words	The student will be able to identify and read high frequency words from a research based list.	The student will be able to identify and read less than 100 high frequency words from a research based list.	The student will be able to identify and read 101-120 high frequency words from a research based list.	The student will be able to identify and read 121-139 high frequency words from a research based list.	The student will be able to identify and read 140 or more high frequency words from a research based list.
Writing Conventions	2.11 Uses appropriate capitalization, punctuation, and spacing	The student will be able to use the writing process to compose multiple texts that are legible and with appropriate capitalization, punctuation, and spacing	The student will be able to edit drafts using complete sentence with subject-verb agreement, capitalization of beginning of sentences, nouns (singular, plural, common and proper), commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words with teacher assistance .	The student will be able to edit drafts using complete sentence with subject-verb agreement, capitalization of beginning of sentences, nouns (singular, plural, common and proper), commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by deleting words, phrases, or sentences with teacher assistance	The student will be able to edit drafts using complete sentence with subject-verb agreement, capitalization of beginning of sentences, nouns (singular, plural, common and proper), and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by deleting words, phrases, or sentences.	The student will be able to edit drafts using complete sentence with subject-verb agreement, capitalization of beginning of sentences, nouns (singular, plural, common and proper), commas in a series , and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding or deleting words, phrases, or sentences.
Writing Process	2.11 Uses writing process to compose multiple texts.	The student uses writing process to compose multiple texts	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming with teacher assistance .	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by using the plan from the pre-writing stage by: • organizing ideas with teacher assistance	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by using the plan from the pre-writing stage by: • organizing ideas	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by using the plan from the pre-writing stage by: • Incorporating and organizing ideas and details that are focused on the topic and purpose
Comprehension	2.6 Uses metacognitive skills to both develop and deepen comprehension	The student will be able to make connections, create mental images, evaluate key details, establish purpose for reading, make inferences and create new understanding to deeping comprehension.	The student is able to evaluate details to make connections to text and establish purpose for reading and create mental images to deepen understanding with teacher assistance	The student is able to evaluate details to make connections to text and establish purpose for reading and create mental images to deepen understanding.	The student is able to evaluate details to make connections to text and establish purpose for reading, and make and confirm predictions and create mental images to deepen understanding	The student is able to evaluate details to make connections to text and establish purpose for reading, and make and confirm predictions and create mental images to deepen understanding and generate questions about texts before, during and after reading.
THIRD REPORTING PERIOD						
Authors Purpose and Craft	2.10 Analyzes and applies author's craft purposefully and explains how they influence and communicate meaning	The student will be able to identify the authors purpose (eg. to inform, persuade, entertain, describe, explain, etc) based on details and facts provided in the text orally or in writing.	-The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view with teacher assistance .	-The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view	-The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view AND identify and explain the use of repetition	-The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view AND identify and explain the use of repetition AND discuss the author's use of print and graphic features
Fluency	2.4 Reads grade level text with appropriate grade-level fluency	The student will be able to read grade level text with appropriate fluency, accuracy, and prosody.	The student will read a grade level text with 90% accuracy or below and have a word count of 55 words per minute or below .	The student will read a grade level text with 90% accuracy and a word count of 56-69 words per minute .	The student will read a grade level text with 90% accuracy and a word count of 70-83 words per minute .	The student will read a grade level text with 90% accuracy and a word count of 84+ words per minute .

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Phonics	2.2B Demonstrate and apply phonetic knowledge	The student will be able to decode words with short vowels, two letter blends, soft c and g, and CVCe words.	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, CVCe words and digraphs with accuracy in grade level text with teacher assistance .	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, two letter blends, and CVCe, digraphs, trigraphs and three letters blends with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, two letter blends, and CVCe, digraphs, trigraphs, three letter blends, and r-controlled vowels with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, two letter blends, soft c and g, CVCe, digraphs, trigraphs, three letter blends, diphthongs, r-controlled vowels, and variant vowels with accuracy in grade level text.
High Frequency Words	2.2B (vii) Identify and read high frequency words	The student will be able to identify and read high frequency words from a research based list.	The student will be able to identify and read less than 140 high frequency words from a research based list.	The student will be able to identify and read 141-160 high frequency words from a research based list.	The student will be able to identify and read 161-219 high frequency words from a research based list.	The student will be able to identify and read 220+ high frequency words from a research based list.
Writing Conventions	2.11 Uses appropriate capitalization, punctuation, and spacing	The student will be able to use the writing process to compose multiple texts that are legible and with appropriate capitalization, punctuation, and spacing	The student will be able to edit drafts using complete sentence with subject-verb agreement, verb tense, capitalization of beginning of sentences, nouns (singular, plural, common and proper), apostrophes in contractions, commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words with teacher assistance .	The student will be able to edit drafts using complete sentence with subject-verb agreement, verb tense, capitalization of beginning of sentences, nouns (singular, plural, common and proper), apostrophes in contractions, commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding and deleting words, phrases, or sentences with teacher assistance	The student will be able to edit drafts using complete sentence with subject-verb agreement, verb tense, capitalization of beginning of sentences, nouns (singular, plural, common and proper), apostrophes in contractions, commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding and deleting words, phrases, or sentences.	The student will be able to edit drafts using complete sentence with subject-verb agreement, verb tense, capitalization of beginning of sentences, nouns (singular, plural, common and proper), adverbs , apostrophes in contractions, commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding, deleting or rearranging words, phrases, or sentences.
Writing Process	2.11 Uses writing process to compose multiple texts.	The student uses writing process to compose multiple texts	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming with teacher assistance .	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by using the plan from the pre-writing stage with teacher assistance	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by using the plan from the pre-writing stage by: •Incorporating and organizing ideas and details that are focused on the topic and purpose •Incorporating and organizing ideas and details that are focused on the topic and purpose.	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by using the plan from the pre-writing stage by: •Incorporating and organizing ideas and details that are focused on the topic and purpose •Choosing words that are clear and precise and developing an idea with specific and relevant details .
Inquiry and Research	2.13 (C) Identify and gather relevant sources and information to answer questions	The student will be able to identify and gather relevant sources and information to answer questions.	The student will be able to determine the type of source needed with adult assistance .	The student will be able to determine the type of source needed, or use keywords and phrases to search for possible sources.	The student will be able to identify and select sources , determine the type of sources needed, use key words and phrases to search for possible sources, select sources that address the research question(s) , eliminating unnecessary and unusable sources, Identify primary sources .	The student will be able to identify and select sources , determine the type of sources needed, use key words and phrases to search for possible sources, select sources that address the research question(s) , eliminating unnecessary and unusable sources, Identify primary and secondary sources and ensure that the sources are relevant, reliable, and up-to-date .
Multiple Genres	2.8, 2.9(A-C) Recognize and analyze characteristics and purpose across multiple genres	The student will be able recognize and analyze characteristics and purpose of literary text including plot elements for texts read aloud or read independently.	The student will be able to describe characters internal and external traits and retell a story read or heard across multiple genres with adult assistance .	The student will be able to describe characters internal and external traits, retell a story read or heard and describe how a setting can change using text evidence across multiple genres	The student will be able to describe and understand plot elements including characters, setting, main events, conflict, and resolution for texts read or heard across multiple genres.	The student will be able to describe and understand plot elements including characters, setting, main events, conflict, and resolution for texts read independently across multiple genres.
	2.9D Recognizes and analyzes characteristics and purpose of informational text .	The student will be able recognize and analyze characteristics and purpose of informational text including central idea, text structure, using print and graphic features.	The student will be able to discuss what was learned from an informational text or locate information from print or graphic features.	The student will be able to discuss what was learned from an informational text or locate information from print or graphic features and discuss how print and graphic features helped the author achieve specific purposes .	The student will be able to recognize organizational patterns such as chronological order and cause and effect, discuss how print and graphic features help the author achieve specific purposes , and locate information from print or graphic features.	The student will be able to recognize the central idea using text evidence , recognize organizational patterns such as chronological order and cause and effect, discuss how print and graphic features help the author achieve specific purposes , and locate information from print or graphic features.

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Composition	2.12 Uses genre characteristics and craft to compose multiple texts that are meaningful	The student will be able to use genre characteristics and craft to compose multiple texts that are meaningful.	The student will be able to compose a poem with teacher assistance .	The student will be able to compose a poem	The student will be able to compose a poem by: •Choosing words carefully to describe the subject or topic •Using structural elements such as lines and stanzas	The student will be able to compose a poem by: •Choosing words carefully to describe the subject or topic •Incorporating poetic elements such as rhythm and/or rhyme •Using structural elements such as lines and stanzas
Comprehension	2.6 Uses metacognitive skills to both develop and deepen comprehension	The student will be able to make connections, create mental images, evaluate key details, establish purpose for reading, make inferences and create new understanding to deepening comprehension.	The student is able to make connections , create mental images to deepen understanding and establish a purpose for reading.	The student is able to evaluate details to determine key ideas, make connections to text, establish purpose for reading, and make and confirm predictions .	The student is able to evaluate details to determine key ideas, make inferences , make connections to text, establish purpose for reading, and make and confirm predictions .	The student is able to evaluate details to determine key ideas, make inferences , make connections to text, establish purpose for reading, and make and confirm predictions , and synthesize information to create new understanding.
FOURTH REPORTING PERIOD						
Authors Purpose and Craft	2.10 Analyzes and applies author's craft purposefully and explains how they influence and communicate meaning	The student will be able to identify the authors purpose (eg. to inform, persuade, entertain, describe, explain, etc) based on details and facts provided in the text orally or in writing.	-The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view AND identify and explain the use of repetition with teacher assistance .	-The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view AND identify and explain the use of repetition	-The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view AND identify and explain the use of repetition AND discuss the author's use of print and graphic features	-The student is able to discuss how the text structure (eg. story elements, text features etc) contributes to authors purpose (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view AND explain the use of repetition AND discuss the author's use of descriptive, literal, and figurative language .
Fluency	2.4 Reads grade level text with appropriate grade-level fluency	The student will be able to read grade level text with appropriate fluency, accuracy, and prosody.	The student will read a grade level text with 90% accuracy or below and have a word count of 71 words per minute or below .	The student will read a grade level text with 90% accuracy and a word count of 72-85 words per minute .	The student will read a grade level text with 90% accuracy and a word count of 86-99 words per minute .	The student will read a grade level text with 90% accuracy and a word count of 100+ words per minute .
Phonics	2.2B Demonstrate and apply phonetic knowledge	The student will be able to decode words with short vowels, two letter blends, soft c and g, and CVCe words.	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, CVCe words and digraphs, trigraphs, and three letter blends , with accuracy in grade level text with teacher assistance .	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, two letter blends, soft c and g, CVCe, digraphs, trigraphs, three letter blends, diphthongs, r-controlled vowels, variant vowels , with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, two letter blends, soft c and g, CVCe, digraphs, trigraphs, three letter blends, diphthongs, r-controlled vowels, variant vowels, short vowel digraphs , with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by decoding words with short vowels, two letter blends, soft c and g, CVCe, digraphs, trigraphs, three letter blends, diphthongs, r-controlled vowels, variant vowels, short vowel digraphs, and the six syllable types with accuracy in grade level text.
High Frequency Words	2.2B (vii) Identify and read high frequency words	The student will be able to identify and read high frequency words from a research based list.	The student will be able to identify and read less than 220 high frequency words from a research based list.	The student will be able to identify and read 221-260 high frequency words from a research based list.	The student will be able to identify and read 261-299 high frequency words from a research based list.	The student will be able to identify and read 300 or more high frequency words from a research based list.
Writing Conventions	2.11 Uses appropriate capitalization, punctuation, and spacing	The student will be able to use the writing process to compose multiple texts that are legible and with appropriate capitalization, punctuation, and spacing	The student will be able to edit drafts using complete sentence with subject-verb agreement, verb tense, capitalization of beginning of sentences, nouns (singular, plural, common and proper), adjectives, adverbs, prepositions, apostrophes in contractions, commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words with teacher assistance .	The student will be able to edit drafts using complete sentence with subject-verb agreement, verb tense, capitalization of beginning of sentences, nouns (singular, plural, common and proper), adjectives, adverbs, prepositions, apostrophes in contractions, commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding, deleting or rearranging words, phrases, or sentences with teacher assistance	The student will be able to edit drafts using complete sentence with subject-verb agreement, verb tense, capitalization of beginning of sentences, nouns (singular, plural, common and proper), adjectives, adverbs, prepositions, apostrophes in contractions, commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding, deleting or rearranging words, phrases, or sentences.	The student will be able to edit drafts using complete sentence with subject-verb agreement, verb tense, capitalization of beginning of sentences, nouns (singular, plural, common and proper), adjectives, adverbs, prepositions and prepositional phrases, coordinating conjunctions, apostrophes in contractions, commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding, deleting or rearranging words, phrases, or sentences.
	2.2E Develop handwriting by accurately forming all cursive letters using correct strokes and connections of letters	The student will be able to accurately form all cursive letters using correct strokes	The student will be able to accurately form cursive letters using the magic c stroke. (letters c, a, d, g)	The student will be able to accurately form cursive letters using the magic c or upward strokes. (letters c, a, d, g, h, t, p, f, l, e, k, r, s)	The student will be able to accurately form cursive letters using the magic c, upward or downward strokes. (letters c, a, d, g, h, t, p, f, l, e, k, r, s, u, y, i, j)	The student will be able to accurately form ALL cursive letters using correct strokes (ie magic c, upward, downward, and tow truck)

Midlothian ISD Standards Based Report Card Rubric: Grade 2 ELAR

Report Card Section	Report Card Strand	Standards Assessed	Assessment of Mastery			
			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard- Scored 4
Writing Process	2.11 Uses writing process to compose multiple texts.	The student uses writing process to compose multiple texts	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming with teacher assistance .	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by using the plan from the pre-writing stage with teacher assistance	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by using the plan from the pre-writing stage by: •Incorporating and organizing ideas and details that are focused on the topic and purpose.	The student is able to plan a first draft by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by using the plan from the pre-writing stage by: •Incorporating and organizing ideas and details that are focused on the topic and purpose •Choosing words that are clear and precise and developing an idea with specific and relevant details •organizing with text structure
Inquiry and Research	2.13 Identify and gather relevant sources and information to answer questions	The student will be able to identify and gather relevant sources and information to answer questions.	The student will be able to determine the type of source needed with teacher assistance .	The student will be able to determine the type of source needed, or use keywords and phrases to search for possible sources .	The student will be able to identify and select sources, determine the type of sources needed, use key words and phrases to search for possible sources, select sources that address the research question(s), eliminating unnecessary and unusable sources, identify primary sources .	The student will be able to identify and select sources, determine the type of sources needed, use key words and phrases to search for possible sources, select sources that address the research question(s), eliminating unnecessary and unusable sources . Identify primary and secondary sources and ensure that the sources are relevant, reliable, and up-to-date .
Multiple Genres	2.8, 2.9 (A-C) Recognize and analyze characteristics and purpose across multiple genres	The student will be able recognize and analyze characteristics and purpose of literary text including plot elements for texts read aloud or read independently.	The student will be able to describe characters internal and external traits and retell a story read or heard across multiple genres with adult assistance .	The student will be able to describe characters internal and external traits, retell a story read or heard and describe how a setting can change across multiple genres	The student will be able to describe and understand plot elements including characters, setting, main events, conflict, and resolution for texts read or heard across multiple genres.	The student will be able to describe and understand plot elements including characters, setting, main events, conflict, and resolution for texts read independently across multiple genres.
	2.9D Recognizes and analyzes characteristics and purpose of informational text .	The student will be able recognize and analyze characteristics and purpose of informational text	The student will be able to discuss what was learned from an informational text or locate information from print or graphic features .	The student will be able to discuss what was learned from an informational text or locate information from print or graphic features and discuss how print and graphic features helped the author achieve specific purposes .	The student will be able to recognize organizational patterns such as chronological order and cause and effect, discuss how print and graphic features help the author achieve specific purposes , and locate information from print or graphic features .	The student will be able to recognize the central idea using text evidence , recognize organizational patterns such as chronological order and cause and effect, discuss how print and graphic features help the author achieve specific purposes , and locate information from print or graphic features .
Composition	2.12 Uses genre characteristics and craft to compose multiple texts that are meaningful	The student will be able to use genre characteristics and craft to compose multiple texts that are meaningful.	The student will be able to compose a correspondence with teacher assistance .	The student will be able to compose a correspondence	The student will be able to compose a correspondence by: •Using appropriate salutations and closures , that correlate with the purpose, topic, audience, and message • Choosing words, phrases, and details that are appropriate to the purpose , message, and audience whether formal or informal	The student will be able to compose a correspondence by: •Using appropriate salutations, subject lines, closures , and other features specific to the type of correspondence that correlate with the purpose, topic, audience, and message • Providing relevant and specific details, facts, and ideas that support the purpose and message • Choosing words, phrases, and details that are appropriate to the purpose , message, and audience whether formal or informal
Comprehension	2.6 Uses metacognitive skills to both develop and deepen comprehension	The student will be able to make connections, create mental images, evaluate key details, establish purpose for reading, make inferences and create new understanding to deepening comprehension.	The student is able to make connections, create mental images to deepen understanding and establish a purpose for reading.	The student is able to evaluate details to determine key ideas, make connections to text, establish purpose for reading, and make and confirm predictions .	The student is able to evaluate details to determine key ideas, make inferences, make connections to text, establish purpose for reading, and make and confirm predictions .	The student is able to evaluate details to determine key ideas, make inferences, make connections to text, establish purpose for reading, make and confirm predictions , and synthesize information to create new understanding.