

**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
<b>FIRST REPORTING PERIOD</b>						
Authors Purpose and Craft	<b>2.10</b> 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 <b>discuss the authors purpose</b> for writing (eg. to inform, persuade, entertain, describe, explain etc) with <b>teacher assistance</b> .	-The student is able to <b>discuss the authors purpose</b> for writing (eg. to inform, persuade, entertain, describe, explain etc).	-The student is able to <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc).	-The student is able to <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) <b>AND</b> identify whether a text is written in first- or third-person <b>point of view</b>
Composition	<b>2.12</b> 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 <b>compose a personal narrative</b> with <b>teacher assistance</b> .	The student will be able to <b>compose a personal narrative</b> .	The student will be able to <b>compose a personal narrative</b> which includes: • Focusing on a <b>personal experience</b> • <b>Providing details</b>	The student will be able to <b>compose a personal narrative</b> which includes: • Focusing on a <b>personal experience</b> • <b>Providing specific and relevant details</b> • Telling the story in an <b>organized way</b>
Fluency	<b>2.4</b> 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 <b>22 words per minute or below</b> .	The student will read a grade level text with 90% accuracy and <b>23-35 words per minute</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>36-49 words per minute</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>50 words or more per minute</b> .
Phonics	<b>2.2B</b> Demonstrate and apply phonetic knowledge	The student will be able to <b>decode</b> words with <b>short vowels, two letter blends, soft c and g, and CVCe words</b> .	The student will be able to <b>decode</b> words with <b>short vowels</b> with accuracy in <b>grade level text with teacher assistance</b> .	The student will be able to <b>decode</b> words with <b>short vowels and two letter blends</b> with accuracy in <b>grade level text</b> .	The student will be able to <b>decode</b> words with <b>short vowels, two letter blends, and CVCe</b> words with accuracy in <b>grade level text</b> .	The student will be able to <b>decode</b> words with <b>short vowels, two letter blends, soft c and g, and CVCe</b> words with accuracy in <b>grade level text</b> .
High Frequency Words	<b>2.2B (vii)</b> 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 <b>85 high frequency words</b> from a research based list.	The student will be able to identify and read <b>85-90 high frequency words</b> from a research based list.	The student will be able to identify and read <b>91-99 high frequency words</b> from a research based list.	The student will be able to identify and read <b>100 or more high frequency words</b> from a research based list.
Writing Conventions	<b>2.11</b> Uses appropriate capitalization, punctuation, and spacing	The student will be able to compose legible text and with appropriate capitalization, punctuation, and spacing	The student will be able to <b>edit</b> drafts using complete sentence with subject-verb agreement, capitalization of beginning of sentences, and include ending punctuation while writing legibly and using appropriate spacing between words with <b>teacher assistance</b> .	The student will be able to <b>edit</b> drafts using complete sentence with subject-verb agreement, capitalization of beginning of sentences, and include ending punctuation while writing legibly and using appropriate spacing between words <b>AND revise</b> revise drafts by deleting words, phrases, or sentences with <b>teacher assistance</b>	The student will be able to <b>edit</b> drafts using complete sentence with subject-verb agreement, capitalization of beginning of sentences, the <b>pronoun I</b> , and include ending punctuation while writing legibly and using appropriate spacing between words <b>AND revise</b> revise drafts by deleting words, phrases, or sentences.	The student will be able to <b>edit</b> drafts using complete sentence with subject-verb agreement, capitalization of beginning of sentences, the <b>pronoun I</b> , and <b>proper nouns</b> , and include ending punctuation while writing legibly and using appropriate spacing between words <b>AND revise</b> drafts by deleting words, phrases, or sentences.
Writing Process	<b>2.11</b> Uses writing process to compose multiple texts	The student will be able to use the writing process to compose multiple texts.	The student is able to <b>generate ideas</b> about a topic and <b>develop a draft</b> by <b>drawing</b> with <b>teacher assistance</b> .	The student is able to plan a draft by <b>generating ideas</b> about a topic and <b>develop a draft</b> using a <b>graphic organizer</b> .	The student is able to <b>generate ideas</b> about a topic using a <b>strategy</b> (drawing, brainstorming, listing ideas, discussing ideas with others, reading, etc.) <b>AND using the plan to develop the draft</b> .	The student is able to <b>generate AND organize ideas</b> about a topic using a <b>strategy</b> (drawing, brainstorming, listing ideas, discussing ideas with others, reading, etc.) <b>AND using the plan to develop the draft</b> .

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			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard - Scored 4
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 evaluate details to <b>make connections</b> to text with <b>teacher assistance</b> .	The student is able to evaluate details to <b>make connections</b> to text.	The student is able to evaluate details to <b>make connections</b> to text and <b>establish purpose</b> for reading and <b>create mental images</b> to deepen understanding.	The student is able to evaluate details to <b>make connections</b> to text and <b>establish purpose</b> for reading, and <b>make and confirm predictions</b> and create <b>mental images</b> to deepen understanding.
<b>SECOND REPORTING PERIOD</b>						
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 <b>discuss the authors purpose</b> for writing (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view with <b>teacher assistance</b> .	-The student is able to <b>discuss the authors purpose</b> for writing (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person <b>point of view</b>	-The student is able to <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person <b>point of view</b>	-The student is able to <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person <b>point of view</b> AND explain the use of <b>repetition</b>
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 <b>compose informational texts</b> , including procedural texts or reports with <b>teacher assistance</b> .	The student will be able to <b>compose informational texts</b> , including procedural texts or reports	The student will be able to <b>compose informational texts</b> , including procedural texts and reports. • Establishing a <b>clear message</b> (e.g., central idea) • Selecting and applying an <b>organizational pattern/text structure</b>	The student will be able to <b>compose informational texts</b> , including procedural texts and reports. • Establishing a <b>clear message</b> (e.g., central idea) • Selecting and applying an <b>organizational pattern/text structure</b> • Using <b>text/print and/or graphic features</b> that support the purpose and central idea
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 <b>29 words per minute or below</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>42-55 words per minute</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>56-69 words per minute</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>70+ words per minute</b> .
Phonics	2.2B Demonstrate and apply phonetic knowledge	The student will be able to decode words with short vowels, two letter blends, digraphs, trigraphs, diphthongs, soft c and g, and CVCe words.	The student will demonstrate and apply phonetic knowledge by <b>decoding words</b> with <b>short vowels and CVCe</b> words with accuracy in grade level text with <b>teacher assistance</b> .	The student will demonstrate and apply phonetic knowledge by <b>decoding words</b> with <b>short vowels, two letter blends, soft c and g, CVCe</b> words with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by <b>decoding words</b> with <b>short vowels, two letter blends, and CVCe, digraphs, trigraphs, three letter blends</b> with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by <b>decoding words</b> with <b>short vowels, two letter blends, soft c and g, CVCe, digraphs, trigraphs, three letter blends, and diphthongs</b> 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 <b>less than 100 high frequency words</b> from a research based list.	The student will be able to identify and read <b>101-120 high frequency words</b> from a research based list.	The student will be able to identify and read <b>121-139 high frequency words</b> from a research based list.	The student will be able to identify and read <b>140 or more high frequency words</b> 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 <b>edit</b> 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 <b>teacher assistance</b> .	The student will be able to <b>edit</b> 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 <b>AND revise</b> drafts by deleting words, phrases, or sentences with <b>teacher assistance</b>	The student will be able to <b>edit</b> 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 <b>AND revise</b> drafts by deleting words, phrases, or sentences.	The student will be able to <b>edit</b> drafts using complete sentence with subject-verb agreement, capitalization of beginning of sentences, nouns (singular, plural, common and proper), <b>commas in a series</b> , and include ending punctuation while writing legibly and using appropriate spacing between words <b>AND revise</b> 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 <b>plan</b> a first draft by generating ideas for writing such as drawing and brainstorming with <b>teacher assistance</b> .	The student is able to <b>plan a first draft</b> 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: • <b>organizing ideas with teacher assistance</b>	The student is able to <b>plan a first draft</b> 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: • <b>organizing ideas</b>	The student is able to <b>plan a first draft</b> 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: • <b>Incorporating and organizing ideas and details that are focused on the topic and purpose</b>

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			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard - Scored 4
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 <b>make connections</b> to text and establish purpose for reading and <b>create mental images</b> to deepen understanding with <b>teacher assistance</b>	The student is able to evaluate details to <b>make connections</b> to text and establish purpose for reading and <b>create mental images</b> to deepen understanding.	The student is able to evaluate details to <b>make connections</b> to text and establish purpose for reading, and <b>make and confirm predictions</b> and <b>create mental images</b> to deepen understanding	The student is able to evaluate details to <b>make connections</b> to text and establish purpose for reading, and <b>make and confirm predictions</b> and <b>create mental images</b> to deepen understanding and <b>generate questions</b> about texts before, during and after reading.
			<b>THIRD REPORTING PERIOD</b>			
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 <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person point of view with <b>teacher assistance</b> .	-The student is able to <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (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 <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person <b>point of view</b> AND identify and explain the use of <b>repetition</b>	-The student is able to <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) AND identify whether a text is written in first- or third-person <b>point of view</b> AND identify and explain the use of <b>repetition</b> AND discuss the author's use of <b>print and graphic features</b>
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 <b>42 words per minute or below</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>56-69 words per minute</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>70-83 words per minute</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>84+ words per minute</b> .
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 <b>decoding</b> words with <b>short vowels, CVcE words and digraphs</b> with accuracy in grade level text with <b>teacher assistance</b> .	The student will demonstrate and apply phonetic knowledge by <b>decoding</b> words with <b>short vowels, two letter blends, and CVcE, digraphs, trigraphs and three letters blends</b> with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by <b>decoding</b> words with <b>short vowels, two letter blends, and CVcE, digraphs, trigraphs, three letter blends, and r-controlled vowels</b> with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by <b>decoding</b> words with <b>short vowels, two letter blends, soft c and g, CVcE, digraphs, trigraphs, three letter blends, diphthongs, r-controlled vowels, and variant vowels</b> 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 <b>less than 140 high frequency words</b> from a research based list.	The student will be able to identify and read <b>141-160 high frequency words</b> from a research based list.	The student will be able to identify and read <b>161-219 high frequency words</b> from a research based list.	The student will be able to identify and read <b>220+ high frequency words</b> 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 <b>edit</b> 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 <b>teacher assistance</b> .	The student will be able to <b>edit</b> 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 <b>AND revise</b> drafts by adding and deleting words, phrases, or sentences with <b>teacher assistance</b>	The student will be able to <b>edit</b> 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 <b>AND revise</b> drafts by adding and deleting words, phrases, or sentences.	The student will be able to <b>edit</b> drafts using complete sentence with subject-verb agreement, verb tense, capitalization of beginning of sentences, nouns (singular, plural, common and proper), <b>adverbs</b> , apostrophes in contractions, commas in a series, and include ending punctuation while writing legibly and using appropriate spacing between words <b>AND revise</b> 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 <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming with <b>teacher assistance</b> .	The student is able to <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by <b>using the plan from the pre-writing stage</b> with <b>teacher assistance</b>	The student is able to <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by <b>using the plan from the pre-writing stage</b> by: ·Incorporating and <b>organizing ideas and details</b> that are focused on the <b>topic and purpose</b> .	The student is able to <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by <b>using the plan from the pre-writing stage</b> by: ·Incorporating and <b>organizing ideas and details</b> that are focused on the topic and purpose ·Choosing words that are <b>clear and precise</b> and developing an idea with <b>specific and relevant details</b> .

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			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard - Scored 4
Inquiry and Research	<b>2.13 (C)</b> 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 <b>determine the type of source</b> needed with <b>adult assistance</b> .	The student will be able to <b>determine the type of source</b> needed, or use keywords and phrases to search for possible sources.	The student will be able to <b>identify and select sources</b> , determine the type of sources needed, use <b>key words and phrases to search</b> for possible sources, select sources that address the <b>research question(s)</b> , eliminating unnecessary and unusable sources. <b>Identify primary sources.</b>	The student will be able to <b>identify and select sources</b> , determine the type of sources needed, use <b>key words and phrases</b> to search for possible sources, select sources that address the <b>research question(s)</b> , eliminating unnecessary and unusable sources. <b>Identify primary and secondary sources</b> and ensure that the sources are <b>relevant, reliable, and up-to-date</b> .
Multiple Genres	<b>2.8, 2.9(A-C)</b> 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 independently.	The student will be able to <b>describe</b> characters internal and external <b>traits</b> and <b>retell a story</b> read or heard across multiple genres with <b>adult assistance</b> .	The student will be able to <b>describe</b> characters internal and external <b>traits</b> , <b>retell a story</b> read or heard and describe how a setting can change using text evidence across multiple genres	The student will be able to <b>describe</b> and understand <b>plot elements</b> including characters, setting, main events, conflict, and resolution for texts read or heard across multiple genres.	The student will be able to <b>describe</b> and understand <b>plot elements</b> including characters, setting, main events, conflict, and resolution for texts <b>read independently</b> across multiple genres.
	<b>2.9D</b> 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 <b>discuss what was learned</b> from an informational text or <b>locate information</b> from print or graphic features.	The student will be able to <b>discuss what was learned</b> from an informational text or <b>locate information</b> from print or graphic features and <b>discuss</b> how print and graphic features helped the <b>author achieve specific purposes</b> .	The student will be able to <b>recognize organizational patterns</b> such as chronological order and cause and effect, discuss how print and graphic features help the <b>author achieve specific purposes</b> , and <b>locate information</b> 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	<b>2.12</b> 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 <b>compose a poem</b> with <b>teacher assistance</b> .	The student will be able to <b>compose a poem</b>	The student will be able to <b>compose a poem</b> by: -Choosing words carefully to <b>describe the subject</b> or topic -Using <b>structural elements</b> such as lines and stanzas	The student will be able to <b>compose a poem</b> by: -Choosing words carefully to <b>describe the subject</b> or topic -Incorporating <b>poetic elements</b> such as rhythm and/or rhyme -Using <b>structural elements</b> such as lines and stanzas
Comprehension	<b>2.6</b> 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 <b>make connections</b> , create <b>mental images</b> to deepen understanding and establish a purpose for reading.	The student is able to <b>evaluate details</b> to determine key ideas, <b>make connections</b> to text, establish purpose for reading, and <b>make and confirm predictions</b> .	The student is able to <b>evaluate details</b> to determine key ideas, <b>make inferences</b> , <b>make connections</b> to text, establish purpose for reading, and <b>make and confirm predictions</b> .	The student is able to <b>evaluate details</b> to determine key ideas, <b>make inferences</b> , <b>make connections</b> to text, establish purpose for reading, <b>make and confirm predictions</b> , and <b>synthesize information</b> to create new understanding.

**FOURTH REPORTING PERIOD**

Authors Purpose and Craft	<b>2.10</b> 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 <b>discuss</b> how the <b>text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) <b>AND</b> identify whether a text is written in first- or third-person <b>point of view AND</b> identify and explain the use of <b>repetition</b> with <b>teacher assistance</b> .	-The student is able to <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) <b>AND</b> identify whether a text is written in first- or third-person <b>point of view AND</b> identify and explain the use of <b>repetition</b>	-The student is able to <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) <b>AND</b> identify whether a text is written in first- or third-person <b>point of view AND</b> identify and explain the use of <b>repetition AND</b> discuss the author's use of <b>print and graphic features</b>	-The student is able to <b>discuss how the text structure</b> (eg. story elements, text features etc) <b>contributes to authors purpose</b> (eg. to inform, persuade, entertain, describe, explain etc) <b>AND</b> identify whether a text is written in first- or third-person <b>point of view AND</b> identify and explain the use of <b>print and graphic features AND</b> discuss the use of <b>descriptive, literal, and figurative language</b> .
Fluency	<b>2.4</b> 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 <b>58 words per minute or below</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>72-85 words per minute</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>86-99 words per minute</b> .	The student will read a grade level text with 90% accuracy and a word count of <b>100+ words per minute</b> .
Phonics	<b>2.2B</b> 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 <b>decoding words</b> with <b>short vowels, CVCe words and digraphs, trigraphs, and three letter blends</b> , with accuracy in grade level text with <b>teacher assistance</b> .	The student will demonstrate and apply phonetic knowledge by <b>decoding words</b> with <b>short vowels, two letter blends, soft c and g, CVCe, digraphs, trigraphs, three letter blends, diphthongs, r-controlled vowels, variant vowels</b> , with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by <b>decoding words</b> with <b>short vowels, two letter blends, soft c and g, CVCe, digraphs, trigraphs, three letter blends, diphthongs, r-controlled vowels, variant vowels, short vowel digraphs</b> , with accuracy in grade level text.	The student will demonstrate and apply phonetic knowledge by <b>decoding words</b> with <b>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</b> with accuracy in grade level text.

**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
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 <b>less than 220 high frequency words</b> from a research based list.	The student will be able to identify and read <b>221-260 high frequency words</b> from a research based list.	The student will be able to identify and read <b>261-299 high frequency words</b> from a research based list.	The student will be able to identify and read <b>300 or more high frequency words</b> 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 <b>edit</b> 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 <b>teacher assistance</b> .	The student will be able to <b>edit</b> 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 <b>AND revise</b> drafts by adding, deleting or rearranging words, phrases, or sentences with <b>teacher assistance</b>	The student will be able to <b>edit</b> 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 <b>AND revise</b> drafts by adding, deleting or rearranging words, phrases, or sentences.	The student will be able to <b>edit</b> 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 <b>AND revise</b> 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 <b>form cursive letters</b> using the magic c stroke. <b>(letters c, a, d, g)</b>	The student will be able to accurately <b>form cursive letters</b> using the magic c or upward strokes. <b>(letters c, a, d, g, h, t, p, f, l, e, k, r, s)</b>	The student will be able to accurately <b>form cursive letters</b> using the magic c, upward or downward strokes. <b>(letters c, a, d, g, h, t, p, f, l, e, k, r, s, u, y, i, j)</b>	The student will be able to accurately <b>form ALL cursive letters</b> using correct strokes (ie magic c, upward, downward, and tow truck)
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 <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming with <b>teacher assistance</b> .	The student is able to <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by <b>using the plan from the pre-writing stage with teacher assistance</b>	The student is able to <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by <b>using the plan from the pre-writing stage</b> by: <ul style="list-style-type: none"> <li>•Incorporating and <b>organizing ideas and details</b> that are focused on the topic and purpose</li> <li>•Choosing words that are <b>clear and precise</b> and developing an idea with <b>specific and relevant details</b></li> <li>•organizing with <b>text structure</b></li> </ul>	The student is able to <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming and develop drafts into a focused piece of writing by <b>using the plan from the pre-writing stage</b> by: <ul style="list-style-type: none"> <li>•Incorporating and <b>organizing ideas and details</b> that are focused on the topic and purpose</li> <li>•Choosing words that are <b>clear and precise</b> and developing an idea with <b>specific and relevant details</b></li> <li>•organizing with <b>text structure</b></li> </ul>
Inquiry and Research	2.13 Identify and gather relevant sources and information to answer questions	The student will be able to <b>identify and gather relevant sources</b> and information to answer questions.	The student will be able to <b>determine the type of source needed with teacher assistance</b> .	The student will be able to <b>determine the type of source needed, or use keywords and phrases to search for possible sources</b> .	The student will be able to <b>identify and select sources, determine the type of sources needed, use key words and phrases</b> to search for possible sources, select sources that address the <b>research question(s), eliminating unnecessary and unusable sources, identify primary and secondary sources</b> .	The student will be able to <b>identify and select sources, determine the type of sources needed, use key words and phrases</b> to search for possible sources, select sources that address the <b>research question(s), eliminating unnecessary and unusable sources, identify primary and secondary sources</b> and ensure that the sources are <b>relevant, reliable, and up-to-date</b> .
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 independently.	The student will be able to <b>describe</b> characters internal and external <b>traits and retell a story</b> read or heard across multiple genres with <b>adult assistance</b> .	The student will be able to <b>describe</b> characters internal and external <b>traits, retell a story</b> read or heard and <b>describe how a setting can change</b> across multiple genres	The student will be able to <b>describe</b> and understand <b>plot elements</b> including characters, setting, main events, conflict, and resolution for texts read or heard across multiple genres.	The student will be able to <b>describe</b> and understand <b>plot elements</b> including characters, setting, main events, conflict, and resolution for texts <b>read independently</b> 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	The student will be able to <b>discuss</b> what was learned from an informational text or <b>locate information from print or graphic features</b> .	The student will be able to <b>discuss</b> what was learned from an informational text or <b>locate information from print or graphic features help the author achieve specific purposes</b> .	The student will be able to <b>recognize organizational patterns</b> such as chronological order and cause and effect, <b>discuss how print and graphic features help the author achieve specific purposes, and locate information from print or graphic features</b> .	The student will be able to <b>recognize the central idea using text evidence</b> , recognize <b>organizational patterns</b> such as chronological order and cause and effect, <b>discuss how print and graphic features help the author achieve specific purposes, and locate information from print or graphic features</b> .
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 <b>compose a correspondence with teacher assistance</b> .	The student will be able to <b>compose a correspondence</b>	The student will be able to <b>compose a correspondence</b> by: <ul style="list-style-type: none"> <li>•Using <b>appropriate salutations and closures</b>, that correlate with the purpose, topic, audience, and message</li> <li>•Choosing <b>words, phrases, and details that are appropriate to the purpose, message, and audience</b> whether formal or informal</li> </ul>	The student will be able to <b>compose a correspondence</b> by: <ul style="list-style-type: none"> <li>•Using <b>appropriate salutations, subject lines, closures</b>, and other features specific to the type of correspondence that correlate with the purpose, topic, audience, and message</li> <li>•Providing <b>relevant and specific details, facts, and ideas</b> that support the purpose and message</li> <li>•Choosing <b>words, phrases, and details that are appropriate to the purpose, message, and audience</b> whether formal or informal</li> </ul>

## 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
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 <b>make connections, create mental images</b> to deepen understanding and establish a purpose for reading.	The student is able to <b>evaluate details</b> to determine key ideas, <b>make connections</b> to text, <b>establish purpose</b> for reading, and <b>make and confirm predictions</b> .	The student is able to <b>evaluate details</b> to determine key ideas, <b>make inferences, make connections</b> to text, <b>establish purpose</b> for reading, and <b>make and confirm predictions</b> .	The student is able to <b>evaluate details</b> to determine key ideas, <b>make inferences, make connections</b> to text, <b>establish purpose</b> for reading, <b>make and confirm predictions, and synthesize</b> information to create new understanding.