

SECOND GRADE Trimester Expectations
English Language Arts Literacy

The following indicators appear on the report card for second grade students. The rubrics that follow explain how each indicator is scored.

Responds to and asks questions to demonstrate understanding of key details in the text
Describes how characters respond to major events and challenges using key details
Demonstrates understanding of author’s message
Compares and contrasts two texts on the same topic
Uses text features to locate key facts and information within a text
Reads high frequency words
Decodes unknown words using phonics and word analysis skills
Reads fluently to support deeper comprehension of benchmark texts
Writes narrative, informational and opinion pieces after engaging in the writing process
Demonstrates appropriate command of capitalization, punctuation, and grammar
Participates in collaborative discussions

4	3	2	1	NA
Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations	Not Assessed
Mastered grade level expectations and completing above grade level work independently.	Performs grade level expectations independently.	Requires frequent support to complete grade level expectations.	Does not meet grade level expectations with support.	This component of the standards is not assessed during specified trimester.

Responds to and asks questions to demonstrate understanding of key details in the text

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently ask and answer questions about <u>above benchmark texts read.</u>	Student can independently and consistently ask and answer questions <u>relevant to key ideas and details about above benchmark texts read.</u>	Student can independently and consistently ask and answer questions relevant to key ideas and details <u>to demonstrate understanding about above benchmark texts read.</u>
3	Student can consistently answer questions about <u>benchmark texts read.</u>	Student can consistently answer questions about <u>benchmark texts read.</u>	Student can consistently ask and answer questions <u>relevant to key ideas and details of benchmark texts read.</u>
2	With prompting and support, student can answer some questions about <u>benchmark or below benchmark texts read.</u>	With prompting and support, student can answer some questions about <u>benchmark or below benchmark texts read.</u>	With teacher prompting and support, student can ask and answer questions relevant to key ideas and details about <u>benchmark texts.</u> Student can ask and answer questions <u>relevant to key ideas and details about below benchmark texts read.</u>
1	With consistent prompting and support, student has difficulty answering questions about <u>below benchmark texts read.</u>	With consistent prompting and support, student has difficulty answering questions about <u>below benchmark texts read.</u>	With consistent prompting and support, student has difficulty asking and answering questions <u>relevant to key ideas and details about below benchmark texts read.</u>
NA	Not assessed	Not assessed	Not assessed

Describes how characters respond to major events and challenges using key details

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently identify the challenges a character faces in <u>above benchmark texts</u> .	Student can independently and consistently identify challenges and <u>describe</u> the character's responses to those challenges, <u>using key details from the story</u> , in <u>above benchmark texts</u> .	Student can independently and consistently identify the <u>traits, motivations, and feelings</u> of a character, using key details from the story, <u>in above benchmark texts</u> .
3	Student can consistently identify characters, setting, and all main events using key details in <u>benchmark texts</u> .	Student can consistently identify characters, setting, and all main events, <u>including the challenges a character faces</u> , using key details in benchmark texts.	Student can consistently identify characters, setting, and all main events, including the challenges a character faces and <u>how the character responds to those challenges</u> , using key details in <u>benchmark texts</u> .
2	With prompting and support , student can identify character, setting, and all main events in <u>benchmark or below benchmark texts</u> .	Student can consistently identify characters, setting, and all main events <u>using key details in benchmark or below benchmark texts</u> . With prompting and support , student can consistently identify characters, setting and all main events using key details in <u>benchmark texts</u> .	Student can consistently identify characters, setting, and all main events, <u>including the challenges a character faces</u> using key details <u>in benchmark or below benchmark texts</u> . With prompting and support , student can consistently describe how the <u>character responds to challenges</u> .
1	With consistent prompting and support , student has difficulty identifying character, setting, and/or main events in <u>below benchmark texts</u> .	With consistent prompting and support , student can identify character, setting, and main events, but has difficulty <u>identifying the challenges a character faces in below benchmark texts</u> .	With consistent prompting and support , student has difficulty identifying the challenges a character faces and/or <u>describing how the character responds to those challenges in benchmark texts</u> .
NA	Not assessed	Not assessed	Not assessed

Demonstrates understanding of author's message

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently determine the author's message in <u>above benchmark texts</u> , citing at least one piece of evidence.	Student can consistently and independently determine the author's message in <u>above benchmark texts</u> , citing two or more pieces of evidence.	Student can consistently and independently determine the author's message in <u>above benchmark texts</u> , citing evidence and explaining how it relates to the theme.
3	Student can consistently determine the author's message in <u>benchmark texts</u> .	Student can consistently determine the author's message in <u>above benchmark texts</u> and cite one piece of evidence.	Student can consistently determine the author's message in <u>above benchmark texts</u> citing two or more pieces of evidence.
2	With prompting and support , student attempts to determine the author's message in <u>benchmark and below benchmark texts</u> with inconsistent results.	With prompting and support , student can determine the author's message in <u>benchmark and below benchmark texts</u> with inconsistent results.	With prompting and support , student can determine the author's message in <u>benchmark and below benchmark texts</u> and <u>cite one piece of evidence</u> with inconsistent results.
1	With consistent prompting and support , student has difficulty determining the author's message in <u>below benchmark texts</u> .	With consistent prompting and support , student has difficulty determining the author's message in <u>below benchmark texts</u> .	With consistent prompting and support , student has difficulty determining the author's message in <u>below benchmark texts</u> and in <u>citing one piece of evidence</u> .
NA	Not assessed	Not assessed	Not assessed

Compares and contrasts two texts on the same topic

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently identify multiple similarities and differences between two or more <u>above benchmark texts</u> .	Student can independently and consistently identify multiple similarities and differences between two or more <u>above benchmark texts</u> .	Student can independently and consistently identify multiple similarities and differences between two or more <u>above benchmark texts</u> .
3	Student can consistently identify some similarities and differences between two <u>benchmark texts</u> .	Student can consistently identify some similarities and differences between two <u>benchmark texts</u> .	Student can consistently identify some similarities and differences between two <u>benchmark texts</u> .
2	With prompting and support , student can identify some similarities and differences between two <u>benchmark or below benchmark texts</u> .	With prompting and support , student can identify some similarities and differences between two <u>benchmark or below benchmark texts</u> .	With prompting and support , student can identify some similarities and differences between two <u>benchmark texts</u> .
1	With consistent prompting and support , student has difficulty identifying some similarities and differences between two <u>benchmark or below benchmark texts</u> .	With consistent prompting and support , student has difficulty identifying some similarities and differences between two <u>benchmark or below benchmark texts</u> .	With consistent prompting and support , student has difficulty identifying some similarities and differences between two <u>benchmark or below benchmark texts</u> .
NA	Not assessed	Not assessed	Not assessed

Uses text features to locate key facts and information within a text

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and consistently identify multiple nonfiction text features and uses them to locate information within <u>above benchmark texts read.</u>	Student can independently and consistently identify and use multiple nonfiction text features to <u>efficiently</u> locate key facts and information within <u>above benchmark texts read.</u>	Student can independently and consistently identify and use multiple nonfiction text features and/or search tools to efficiently locate key facts and information within <u>above benchmark texts read.</u>
3	Student can consistently identify multiple nonfiction text features within <u>benchmark texts read.</u>	Student can consistently identify multiple nonfiction text features and with support, use them to locate key facts and information within <u>benchmark texts read.</u>	Student can consistently identify and use multiple nonfiction text features to <u>efficiently</u> locate key facts and information within <u>benchmark texts read.</u>
2	With prompting and support, student can identify 1-2 nonfiction text features within <u>benchmark or below benchmark texts read.</u>	With prompting and support, student can consistently identify and use 1-2 nonfiction text features <u>to locate key facts and information</u> within <u>benchmark or below benchmark texts read.</u>	With teacher support, student can identify and <u>use multiple</u> nonfiction text features to <u>efficiently</u> locate key facts and information within <u>benchmark texts read.</u>
1	With consistent prompting and support, student has difficulty identifying nonfiction text features within <u>below benchmark texts read.</u>	With consistent prompting and support, student can identify 1-2 nonfiction text features but has difficulty using them to locate information within <u>below benchmark texts read.</u>	With consistent prompting and support, student can identify <u>multiple</u> nonfiction text features but has difficulty using them to locate key facts and information within <u>benchmark texts read.</u>
NA	Not assessed	Not assessed	Not assessed

Reads high frequency words

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	150 + words	175+ words	200+ words
3	125-149 words	150-174 words	175-199 words
2	100-124 words	124-149 words	150-174 words
1	Less than 100 words	Less than 125 words	Less than 150 words
NA	Not assessed	Not assessed	Not assessed

Decodes unknown words using phonics and word analysis skills

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can independently and accurately apply phonics and word analysis skills to decode unfamiliar words.	Student can independently and accurately apply phonics and a variety of word analysis skills to decode unfamiliar words.	Student can independently and accurately apply phonics and a variety of word analysis skills to decode unfamiliar words.
3	Student can apply phonics to decode unfamiliar words.	Student can apply phonics <u>and word analysis skills taught</u> to decode unfamiliar words with some consistency .	Student can consistently and accurately apply phonics and word analysis skills taught to decode unfamiliar words.
2	With prompting and support , student can apply phonics to decode unfamiliar words.	With prompting and support , student can apply phonics <u>and/or word analysis skills taught</u> to decode unfamiliar words.	With prompting and support , student can apply phonics <u>and/or word analysis skills taught</u> to decode unfamiliar words.
1	With consistent prompting and support , student has difficulty applying phonics to decode unfamiliar words.	With consistent prompting and support , student has difficulty applying phonics to decode unfamiliar words or <u>word analysis skills taught</u> to decode unfamiliar words.	With consistent prompting and support , student has difficulty applying phonics to decode unfamiliar words or <u>word analysis skills taught</u> to decode unfamiliar words.
NA	Not assessed	Not assessed	Not assessed

Reads fluently to support deeper comprehension of benchmark texts

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently read <u>above benchmark texts</u> at an accelerated rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently and independently read <u>above benchmark texts</u> at an accelerated rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently and independently read <u>above benchmark texts</u> at an accelerated rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.
3	Student can consistently read <u>benchmark texts</u> at an appropriate rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read <u>benchmark texts</u> at an appropriate rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read <u>benchmark texts</u> at an appropriate rate with accuracy, fluency, and expression to support comprehension. Student can use context and rereading to self-correct for word recognition and understanding.
2	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.
1	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.

NA	Not assessed	Not assessed	Not assessed
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Writes narrative, informational, and opinion pieces after engaging in the writing process

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently write for various purposes. Ideas are clearly related to and focused on the topic and purpose for writing. (narrative)	Student can consistently and independently write for various purposes. Ideas are clearly related to and focused on the topic and purpose for writing. Student can <u>apply multiple writing strategies presented by the teacher.</u> (narrative and informational)	Student can consistently and independently write for various purposes. Ideas are clearly related to and focused on the topic and purpose for writing. Student continuously grows as a writer by <u>applying self-generated</u> writing strategies. (narrative, informational, and opinion)
3	Student can consistently and independently write for various purposes. Ideas are related to the topic and purpose for writing. (narrative)	Student can consistently and independently write for various purposes. Ideas are related to the topic and purpose for writing. Student can <u>apply some writing strategies presented by the teacher.</u> (narrative and informational)	Student can consistently write for various purposes. Ideas are related to the topic and purpose for writing. Student can <u>apply all writing strategies presented by the teacher.</u> (narrative, informational, and opinion)
2	With prompting and support , the student can write for various purposes. (narrative)	With prompting and support , the student can write for various purposes. Student <u>attempts to apply some writing strategies presented by the teacher.</u> (narrative and informational)	With prompting and support , the student can write for various purposes. Student can <u>apply some writing strategies presented by the teacher.</u> (narrative, informational, and opinion)
1	With consistent prompting and support , the student has difficulty writing for various purposes. (narrative)	With consistent prompting and support , the student has difficulty writing for various purposes and <u>applying writing strategies presented by the teacher.</u> (narrative and informational)	With consistent prompting and support , the student has difficulty writing for various purposes and <u>applying some writing strategies presented by the teacher.</u> (narrative, informational, and opinion)
NA	Not assessed	Not assessed	Not assessed

Demonstrates appropriate command of capitalization, punctuation, and grammar

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently follow the rules of capitalization, punctuation, and grammar when writing. Student <u>exceeds</u> grade appropriate spelling skills taught to date .	Student can consistently and independently follow the rules of capitalization, punctuation, and grammar when writing. Student <u>exceeds</u> grade appropriate spelling skills taught to date .	Student can consistently and independently follow the rules of capitalization, punctuation, and grammar when writing. Student <u>exceeds</u> grade appropriate spelling skills taught to date .
3	Student can consistently follow the rules of capitalization, punctuation, and grammar when writing as well as apply <u>grade appropriate</u> spelling skills taught to date .	Student can consistently follow the rules of capitalization, punctuation, and grammar when writing as well as apply <u>grade appropriate</u> spelling skills taught to date .	Student can consistently follow the rules of capitalization, punctuation, and grammar when writing as well as apply <u>grade appropriate</u> spelling skills taught to date .
2	With prompting and support , the student can follow the rules of capitalization, punctuation, and grammar when writing as well as apply <u>grade appropriate</u> spelling skills taught to date .	With prompting and support , the student can follow the rules of capitalization, punctuation, and grammar when writing as well as apply <u>grade appropriate</u> spelling skills taught to date .	With prompting and support , the student can follow the rules of capitalization, punctuation, and grammar when writing as well as apply <u>grade appropriate</u> spelling skills taught to date .
1	With consistent prompting and support , the student has difficulty following the rules of capitalization, punctuation, and grammar when writing as well as applying <u>grade appropriate</u> spelling skills taught to date .	With consistent prompting and support , the student has difficulty following the rules of capitalization, punctuation, and grammar when writing as well as applying <u>grade appropriate</u> spelling skills taught to date .	With consistent prompting and support , the student has difficulty following the rules of capitalization, punctuation, and grammar when writing as well as applying <u>grade appropriate</u> spelling skills taught to date .
NA	Not assessed	Not assessed	Not assessed

Participates in collaborative discussions

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas and explain his/her own ideas.	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, <u>and encourage others to participate.</u>	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, and encourage others to participate. <u>Student can keep conversations on topic.</u>
3	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group).	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group) and <u>explain his/her own ideas.</u>	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group), explain his/her own ideas, and <u>build on other's ideas.</u>
2	When prompted/invited by others, the student can consistently engage in collaborative conversations (one-on-one, small group, and whole group).	When prompted/invited by others, the student can engage in collaborative conversations (one-on-one, small group, and whole group) and <u>explain his/her own ideas.</u>	When prompted/invited by others, the student can consistently engage in collaborative conversations (one-on-one, small group, and whole group), explain his/her own ideas, and <u>build on other's ideas.</u>
1	When prompted/invited by others, the student has difficulty engaging in collaborative conversations (one-on-one, small group, and whole group).	When prompted/invited by others, the student can engage in some collaborative conversations (one-on-one, small group, and whole group) and, at times, <u>explain his/her own ideas</u>	When prompted/invited by others, the student can engage in some collaborative conversations (one-on-one, small group, and whole group), and, at times, explain his/her own ideas, and <u>build on other's ideas.</u>
NA	Not assessed	Not assessed	Not assessed