

Standards-based Second Grade Progress Report Rubric: Term 1

This rubric provides a guide on how to mark a student's proficiency level, ensuring consistency in grading across teachers. Use this rubric in conjunction with ongoing assessments (formative, interim and summative) to provide detailed information regarding student progress.

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Reading- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Analyzes a text to describe how the author uses words, structures, and story elements or text features for effect. Standards: R4, R5, R6, R7, R9 & L5	When speaking and writing about a text, refers to few aspects of the text, including:	When speaking and writing about a text, refers to some aspects of the text, including:	When speaking and writing about a text, refers to some aspects of the text, including:	When speaking and writing about a text, refers to many aspects of the text, including:
	- specific words that express feelings and senses. - explaining major differences between literary texts and informational texts. - describing how illustrations and details support the point of view or purpose of the text. - using illustrations and details in literary and informational texts to discuss story elements and/or topics. - making connections between self and text (texts and other people/world). - distinguishing shades of meaning among verbs differing in manner.		- words and phrases suggest feelings and appeal to the senses. the overall structure. - how the beginning introduces the text and the ending concludes the text. - how illustrations, text features, and details support the point of view or purpose of the text. applying information gained from story elements, illustrations and/or text features. - word relationships and nuances in meaning.	
	Rarely:	Sometimes:	Consistently:	Independently:
	makes connections between self and text when speaking and writing about texts.			
Knows and uses phonics skills to solve unknown words in text. Standards: RF3 & L2 (Appendix A)	With heavy prompting/support , distinguishes and decodes regular one- and two-syllable words that contain:	With some prompting/support , distinguishes and decodes regular one- and two-syllable words that contain:	With some prompting/support , distinguishes and decodes regular one- and two-syllable words that contain:	With minimal prompting/support distinguishes and decodes regular one- and two-syllable words that contain:
	- blends - digraphs - short vowels - common long vowels - simple suffixes		- blends - digraphs - short vowels - common long vowels root words with prefixes and suffixes	
	Reads few grade appropriate	Reads some grade appropriate	Reads grade appropriate	Reads above grade irregularly

	irregularly spelled words. Often appeals prior to word solving	irregularly spelled words. Sometimes appeals after attempting word solving	irregularly spelled words. Rarely appeals after attempting word solving	spelled words. Rarely appeals, and only does so after making multiple attempts at word solving
Reads grade-level text with sufficient accuracy and fluency to support comprehension. Standards: RF4	Reads H or below text with some support (instructional)	Reads level I-J text with some support (instructional)	Reads level K text with some support (instructional)	Reads level L or above text with some support (instructional)
Identifies a main topic or central idea and retells key details and can summarize portions of a text. Standards: R2 & R3	When speaking and writing about texts, rarely includes: - information about the character(s), setting and major events gleaned from both illustrations and words (fiction). - the main topic and pieces of information (informational).	When speaking and writing about texts, sometimes includes:	When speaking and writing about texts, sometimes includes:	When speaking and writing about texts, consistently includes what a text is mostly about. key details. how characters respond to major events and challenges (literature). the connections among ideas, concepts, or a series of events (informational).
Monitors comprehension and applies reading strategies flexibly. Standards: R1 & L4	Rarely: - develops and answers questions about key ideas and details. - determines or clarifies the meaning of unknown and multiple-meaning words and phrases using: sentence-level context, root words, affixes, and inflectional endings. - uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary.	Sometimes:	Sometimes: - develops and answers questions to demonstrate an understanding of key ideas and details. - determines or clarifies the meaning of unknown and multiple-meaning words and phrases while reading using: sentence-level context, prefixes, root words, parts of compounds words, and reference materials. - uses multiple sources of information (MSV) to monitor and self-correct.	Consistently:

Writing- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Writes opinion, informational and/or narrative pieces. Standards: W1, W2 & W3	Rarely:	Sometimes:	Sometimes:	Consistently:
	composes pieces that: - State an opinion about a topic or personal experience; give 2 or more reasons to support that opinion. - Write informative /explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. - Writes narratives which recount real or imagined experiences or events, or a short sequence of events.		composes pieces with the following characteristics: - State an opinion on a topic or personal experience; using clear reasons and relevant evidence. - Write informative/explanatory texts that introduces a topic, give facts and other information to develop points, use content-specific language, and provide a concluding statement or section. - Write narratives that recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.	
Strengthens writing by planning, revising, editing, rewriting, or trying a new approach. Standards: L2 (Appendix A) & Lifelong Practices	Rarely:	Sometimes:	Sometimes:	Consistently:
	- generates ideas and/or plans writing. - revises writing for meaning at the section, page, sentence and/or word level. - checks reference materials as needed to check and correct spelling.			
	Edits writing for: - spacing - letter formation - punctuation - capitalization (names, sentences, dates, the pronoun "I") - spelling of grade level high frequency words		Edits writing for: - punctuation (including comma usage) - capitalization (sentences, dates, the pronoun "I", proper nouns) apostrophes in contractions and common possessives - spelling of grade level high frequency words	
Researches information and ideas to grow personal understanding and present knowledge to others. Standards: W6, W7, SL4 & SL5	Rarely:	Sometimes:	Sometimes:	Consistently:
	- develops questions and participates in shared research and explorations to answer questions and build knowledge. - recalls and represents relevant information from experiences or gathers information from provided sources to answer a question in a variety of ways. - describes familiar people, places, things, and events with relevant details expressing ideas clearly. - creates or utilizes existing visual displays to support descriptions or clarify ideas, thoughts and feelings.		- develops questions and participates in shared research to answer questions and to build and share knowledge. - recalls and represents relevant information from experiences or gathers information from provided sources to answer a question. - Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly. Includes digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.	
Analyzes mentor texts to enhance writing. Standards: Lifelong practices	Rarely:	Sometimes:	Consistently:	Always:
	analyzes and uses mentor texts to enhance writing.			- analyzes and uses a range in types of mentor texts to enhance writing. independently seeks

		mentor texts for personal use.
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Speaking & Listening- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Participates in conversations with peers and adults for a variety of purposes. Standard: SL1	Rarely:	Sometimes:	Sometimes:	Consistently:
	uses discussion skills: • builds on others' talk. • participates through multiple exchanges. • asks questions to clear up confusion. • considers individual differences. • makes meaningful contributions to class and partnership discussions.		uses discussion skills: • builds on others' talk. • participates through multiple exchanges. • links comments to others' ideas. • asks questions for clarification. • considers individual differences. • makes meaningful contributions to class and partnership discussions.	
Develops and answers questions to clarify what a speaker says. Standard: SL3 & SL4	Rarely:	Sometimes:	Sometimes:	Consistently:
	• notices times of confusion and takes action. • frames questions using question words. • responds to others' questions. • identifies the speaker's point of view. • describes familiar people, places, things, and events with relevant details expressing ideas clearly.		• develops and answers questions to clarify what the speaker says. • agrees or disagrees with the speaker's point of view, providing a reason(s). • describes people, places, things and events with relevant details, expressing ideas and feelings clearly.	
Expresses thoughts, feelings, and ideas clearly, adapting language according to situation. Standards: L3 & SL6	Rarely:	Sometimes:	Sometimes:	Consistently:
	• uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. • uses complete sentences when appropriate to task, situation, and audience.		• uses knowledge of language and its conventions when writing, speaking, reading, or listening. • compare academic and conversational uses of English. • uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	
Uses new vocabulary gained through reading texts and conversations. Standards: Lifelong Practices, L5 & L6	Rarely:	Sometimes:	Consistently:	Always:
	• acquires vocabulary learned through conversation, reading or being read to. • accurately uses adjectives and adverbs to describe and words for identification and description, making connections between words and their use.			

Language and Word Study- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates command of grade level spelling skills. Standards: Lifelong Practices	Rarely:	Sometimes	Consistently:	Always:
	- writes letters to represent words (does not use numbers or letter-like forms). - writes a letter or letters for most consonant and short-vowel sounds in a word (phonemes) - spells unknown words phonetically, drawing on phonemic awareness and letter-sound correspondence (records sounds within one syllable words, and parts of multi-syllable words). - uses conventional spelling for words with common spelling patterns (phonograms) and for frequently occurring irregular words (past tense and HFW). - generalizes learned spelling patterns when writing new words			
	Words Their Way Stage: Late Letter Name or earlier	Words Their Way Stage: Early Within Word	Words Their Way Stage: Middle Within Word	Words Their Way Stage: Late Within Word or beyond
Uses knowledge of language and its conventions when writing, speaking, reading, or listening. Standards: L1 (Appendix A) & L3	Rarely:	Sometimes:	Sometimes:	Consistently:
	produces and expands complete sentences. uses singular and plural nouns with matching verbs in basic sentences. demonstrates understanding of special types of nouns: - Common - Proper - Regular plural and frequently occurring irregular plurals uses parts of speech, including: - Interrogatives - Frequently occurring prepositions - Indefinite pronouns - Past, present and future tense verbs - Adjectives - Conjunctions		understands and uses simple and compound sentences. uses singular and plural nouns with matching verbs in basic sentences. demonstrates understanding of special types of nouns: - Common, proper, and possessive - Collective nouns - Regular plurals and frequently occurring irregular plurals uses a variety of parts of speech, including: - Interrogatives - Frequently occurring prepositions - Indefinite and reflexive pronouns Past tense of frequently occurring irregular verbs - Adjectives Adverbs - Conjunctions Transition words	
Reads and writes common grade level specific high-frequency words. Standard: RF3 & Lifelong Practices	Rarely:	Sometimes:	Consistently:	Always:
	identifies, monitors and self-corrects high frequency words when reading.			
	spells few second grade high frequency words accurately when writing.	spells some second grade high frequency words accurately when writing.	spells most second grade high frequency words accurately when writing.	spells second grade and many third grade high frequency words accurately when writing.
	Reads and writes 115 or fewer high frequency in isolation	Reads and writes 116-135 high frequency in isolation	Reads and writes 136-155 high frequency in isolation	Reads and writes 156 or more high frequency words in isolation

