

Grade 2 English Proficiency Scale

I can print all capital and lowercase letters legibly and with appropriate sizing.

Reporting Category: Eng 2.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can print all capital and lowercase letters legibly and with appropriate sizing.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: <i>capital, lowercase, reversal, baseline(s), midline, headline, height, spacing</i> A. I can perform basic processes such as: - Know to put an appropriate space (pinky size) between words. - When prompted, identify and correct letter reversals. - Write/form letters correctly, supported by models and teacher cueing. - Know the correct size (height) for capital and lowercase letters. - Distinguish between tall, small, and descending letters with regards to the baselines (<i>grass line and worm line</i>), midline (<i>plane line</i>), and headline (<i>sky line</i>).
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

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(W.1) I can write an opinion piece and supply reasons that support my opinion.

Reporting Category: Eng 2.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can write an opinion piece and supply reasons that support my opinion.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>introduction, topic, opinion statement, reason, support, evidence, conclusion</i></p> <p>A. I can perform the following basic processes:</p> <ul style="list-style-type: none"> - Introduce the topic. - State an opinion on the topic. - Supply at least one reason that supports the opinion. - Provide evidence from the text for the reason. - Reinforce the opinion in a conclusion.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

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(W.2) I can write an informative piece that uses facts to develop the topic.

Reporting Category: Eng 2.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can write an informative piece that uses facts to develop the topic.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>topic sentence, essential idea, evidence, beginning, middle, end, transition words (first, then, finally), conclusion</i></p> <p>A. I can perform the following basic processes:</p> <ul style="list-style-type: none"> - Clearly state an essential idea. - Develop the topic with evidence that comes from the text. - Provide at least three pieces of evidence in support of the essential idea. - Provide evidence that explains the beginning. - Provide evidence that describes the middle. - Provide evidence that describes the end. - Include a conclusion that reinforces the essential idea.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

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(W.3) I can write a narrative piece that recounts an event and uses details to describe actions, thoughts, and feelings.

Reporting Category: Eng 2.1.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can write a narrative piece that recounts an event and uses details to describe actions, thoughts, and feelings.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>narrative, character, setting, problem, solution, details, sequence, beginning, middle, end</i></p> <p>A. I can perform the following basic processes:</p> <ul style="list-style-type: none"> - Know that a story includes characters, setting, a problem, and a solution. - Organize and create a story that includes a character, setting, problem, and solution. - Use details to describe actions, thoughts, and/or feelings. - Describe narrative events in a logical sequence, using time-related words (e.g., <i>first, second, then, last, finally, before, after, etc.</i>) to support the reader.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 English Proficiency Scale

(L.1) I can identify and use parts of speech effectively.

Reporting Category: Eng 2.1.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can identify and use parts of speech effectively.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>parts of speech, noun, irregular noun, person, place, thing, singular, plural, pronoun, verb, action, irregular verb, adjective, describe, adverb, simple sentence, compound sentence</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Know that a noun is a person, place, or thing. - Identify the person, place, or thing in a sentence. - Recognize and use irregular plural nouns. - Identify and use reflexive pronouns (<i>e.g., myself, ourselves</i>) - Know that a verb is an action word. - Identify a verb in a sentence, knowing it normally follows a noun. - Recognize and use the past tense of irregular verbs. - Know that an adjective describes a noun (person, place, or thing). - Identify an adjective in a sentence, knowing it normally appears before a noun. - Know that an adverb describes a verb, or tells how an action is done. - Identify an adverb in a sentence, knowing it normally comes before or after a verb and ends in -ly. - Recognize and use simple and compound sentences.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 English Proficiency Scale

(L.2a/L.2b/L.2c) I can use conventions of standard English (such as capitalization and punctuation) when writing.

Reporting Category: Eng 2.1.6

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can use conventions of standard English (such as capitalization and punctuation) when writing.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>capital, lowercase, proper nouns, commas, punctuation, period, exclamation mark, question mark, apostrophe, contraction, possessive nouns</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify words that need capitalized: beginning words, proper nouns, and "I" by itself. - Place commas in correct spots, such as after a quotation or after a transition word (<i>first, next, then, last</i>). - Know that a period goes at the end of a statement. - Know that an exclamation mark goes at the end of a sentence that shows excitement. - Know that a question mark goes at the end of a sentence that asks a question. - Place the correct punctuation at the end of sentences. - Use apostrophes when writing contractions (<i>can't, don't, etc.</i>) and when writing possessive nouns (<i>That is Sara's house.</i>).
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 English Proficiency Scale

(SL.1/SL.2/SL.3) I can participate in collaborative conversations with peers and adults in small and large groups.

Reporting Category: Eng 2.2.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can participate in collaborative conversations with peers and adults in small and large groups.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>ask, answer, comprehend, information, understand, clarify, recount, describe</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Listen respectfully to the person speaking. - Develop a question appropriate to the topic. - Provide an appropriate answer to a question that is asked. - Gather information from a text or resource to support an answer.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 English Proficiency Scale

I can spell grade-level words correctly.

Reporting Category: Eng 2.3.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications in my own personal and independent writing that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can spell grade-level words correctly.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>spelling, sight word, pattern, correct, incorrect</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Spell words that correlate with a given pattern. - Identify common spelling patterns. - Recognize and spell familiar high-frequency words correctly, supported by classroom models and/or teacher cues.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.