Farmington Public Schools – Grade Two
Language Arts Report Card Rubric

	1 – Beginning Standard	2 – Approaching Standard	3 – Meeting Standard	4 – Exceeding Standard
Word Solving Strategies	Student has difficulty using picture clues, context clues, or phonics to read unfamiliar text. Detects no errors	Student occasionally uses picture clues, context clues, or phonics to read unfamiliar text. At times self corrects errors.	Student automatically and flexibly uses picture clues, context clues, or phonics to read unfamiliar text and to self correct.	Student rarely needs to use word solving skills when reading unfamiliar text because student accurately reads a variety of longer, more complex texts.
Comprehension	Student demonstrates little or no understanding of grade level or below grade level fiction and/or nonfiction text. Responses include incorrect or unrelated information.	Student demonstrates some understanding of grade level or below grade level fiction and/or nonfiction text. Responses include some details but may have some misinterpretation.	Student demonstrates understanding of on or above grade level fiction and nonfiction text. Responses include adequate interpretation and evaluation of text.	Student demonstrates insightful understanding of on or above grade level fiction and nonfiction text. Responses include significant interpretation and evaluation of text.
Reading Fluency	Student reads text that is on grade level at a slow to moderate rate, word by word or with long pauses between words, with monotone expression, and little or no use of punctuation.	Student reads text that is on grade level at a moderate rate, with some phrasing, with some expression, and some use of punctuation.	Student accurately reads text that is on grade level at an adequate rate, uses phrasing most of the time, with appropriate expression, and correct use of punctuation.	Student accurately reads text that is on grade level with consistently effective expression, phrasing and punctuation.
Applies grade level appropriate skills to compose various pieces of writing **(Writing Content)**	Student has difficulty generating ideas and writing focused organized text. Student may write in only one genre with little or no revision. Small quantity of writing is produced.	Student is beginning to generate ideas and write focused text with some detail and organization. Student is beginning to write in a variety of genres and is beginning to revise. Quantity of writing is increasing.	Student usually generates ideas and writes focused, organized text with details. Revision usually occurs. Student produces a larger quantity of writing in various genres.	Student consistently generates ideas, writes focused and organized text with purposeful details. Revision occurs independently. Student produces a substantial quantity of writing in various genres.

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Mechanics in Writing	Student has difficulty using correct grammar and punctuation while writing text. Has difficulty spelling grade appropriate words correctly and applying spelling patterns in writing.	Student occasionally uses correct grammar and punctuation while writing text. Student sometimes spells grade appropriate words correctly, but inconsistently applies spelling patterns in writing.	Student usually uses correct grammar and punctuation while writing text. Student usually spells grade appropriate words correctly and applies spelling patterns in writing.	Student consistently uses correct grammar and punctuation while writing text. Student consistently spells grade appropriate words correctly and applies spelling in writing.
Handwriting	Student rarely uses consistent size, slant, shape and spacing when writing. Joinings are often not correct. Concentrating to form letters almost always interferes with writing content.	Student occasionally uses consistent size, slant, shape and spacing when writing. Joinings are sometimes correct. Concentrating to form letters often interferes with writing content.	Student usually uses consistent size, slant, shape and spacing. Joinings are mostly correct. Handwriting seldom interferes with writing content.	Student uses consistent size, slant, shape and spacing. Joinings are correct. Handwriting never interferes with writing content.