Kindergarten Reading Rubric for Meeting Grade Level Expectations

Progress reports should reflect evidence of student progress toward mastery of a standard. Standards-based grading does not capture an average of student performance over time. Rather, the performance level should reflect how close to mastery the student is at the time the progress report is shared with families using all available data and evidence. The evidence listed below for each progress report expectation should be considered along with ongoing teacher observation, checks for understanding, and examples of student work.

M = Meets Expectations P = Progressing Toward Expectations
(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

		Evidence	December	March	June
Progress Report Expectation(s)	**Standard(s)**	**Evidence collected in all trimesters in addition to specific evidence indicated for each trimester:** Formative tools during instruction, student work, oral/written responses, ongoing observations and anecdotal notes *Acadience reading benchmark scores may not reflect a student's current level of performance due to the timing of the assessment and the progress report windows.	**Modules completed during this trimester:** Module 1: Curious About Kindergarten Module 2: There's Only One Me! Module 3: My Community Heroes (part of module completed) **Structured Literacy:** Module 1 Module 2 Part of module 3 completed	**Modules completed during this trimester:** Module 3: My Community Heroes (remainder of module completed) Module 4: Happy Healthy Me Module 5: I Can Do It! Module 6 : Home of the Free and the Brave (part of module completed) **Structured Literacy:** Module 3 Module 4 Module 5 Part of module 6 completed	**Modules completed during this trimester:** Module 6: Home of the Free and the Brave) (remainder of module completed) Module 7: Zoom In! Module 8: From Plant to Plate Module 9: Animal Habitats **Structured Literacy:** Remainder of module 6 completed Module 7 Module 8 Module 9
Demonstrates concepts of print within a text	RF.K.1	**All Trimesters**: See "Evidence collected in all trimesters"	**M:** Student consistently tracks words from left to right, page to page, top to bottom and correctly demonstrates 1:1 match across multiple lines of text.	**M**: Student consistently tracks words from left to right, page to page, top to bottom and correctly demonstrates 1:1 match across multiple lines	**M**: Student consistently tracks words from left to right, page to page, top to bottom and correctly demonstrates 1:1 match across multiple lines
			P: Student inconsistently tracks words from left to right, page to page, top to bottom and correctly	**P:** Student inconsistently tracks words from left to right, page to page, top to bottom and correctly	**P:** Student inconsistently tracks words from left to right, page to page, top to bottom and correctly

			demonstrates 1:1 match across multiple lines of text.	demonstrates 1:1 match across multiple lines of text	demonstrates 1:1 match across multiple lines of text
Demonstrates understanding of blending and segmenting words, syllables, and phonemes	RF.K.2	**Trimester 1**: Not assessed at this time **Trimester 2 :** -Heggerty Phonemic Awareness Assessment -Acadience FSF -Acadience PSF **Trimester 3:** -Heggerty Phonemic Awareness Assessment -Acadience PSF	**Not assessed at this time**	**M:** Student consistently orally blends/segments words, syllables and phonemes with accuracy. MOY score, if applicable: -Acadience FSF 30-42 -Acadience PSF 20-43	**M:** Student consistently orally blends/segments words, syllables and phonemes with accuracy. EOY score: -Acadience PSF 40 -55
			Not assessed at this time	**P:** Student inconsistently orally blends/segments words, syllables and phonemes with accuracy MOY scores, if applicable: -Acadience FSF 21-29 -Acadience PSF 11-19	**P:** Student inconsistently orally blends/segments words, syllables and phonemes with accuracy EOY score: -Acadience PSF 26 -39
Uses letter sounds to blend and decode words	RF.K.3	**Trimester 1:** -Module 2 summative -CORE Phonics Survey (Part E+) -CORE Phonics Survey progress monitoring **Trimester 2:** -CORE Phonics Survey (Part E+) -CORE Phonics Survey progress monitoring -Modules 3, 4, 5 summatives **Trimester 3:** -CORE Phonics Survey (Part E+) -CORE Phonics Survey progress monitoring -Modules 6, 7, 8, 9 summatives	**M:** Student consistently uses letter sounds to blend and decode words.	**M:** Student consistently uses letter sounds to blend and decode words	**M:** Student consistently uses letter sounds to blend and decode words
			P: Student inconsistently uses letter sounds to blend and decode words.	**P:** Student inconsistently uses letter sounds to blend and decode words	**P:** Student inconsistently uses letter sounds to blend and decode words

Recognize lowercase letters	RF.K.1d	**Trimester 1:** -Acadience LNF -CORE Phonics Survey Part B -CORE Phonics Survey progress monitoring **Trimester 2:** -CORE Phonics Survey Part B -CORE Phonics Survey progress monitoring -Modules 3, 4 summatives **Trimester 3:** -CORE Phonics Survey Part B -CORE Phonics Survey progress monitoring	**M:** Student demonstrates knowledge of 22 lowercase letters. **P:** Student demonstrates knowledge of 18-21 lowercase letters.	**M:** Student demonstrates knowledge of 22 lowercase letters **P:** Student demonstrates knowledge of 18-21 lowercase letters	**M:** Student demonstrates knowledge of 26 lowercase letters **P:** Student demonstrates knowledge of 22-25 lowercase letters
Knows and generates letter sounds	RF.K.3a	**All Trimesters:** -CORE Phonics Survey Parts C and D -CORE Phonics Survey progress monitoring	**M:** Student demonstrates knowledge of 18-21 consonant and short vowel letter sounds. **P:** Student demonstrates knowledge of 14-17 consonant and short vowel sounds.	**M:** Student demonstrates knowledge of 22 consonant and short vowel letter sounds. **P:** Student demonstrates knowledge of 18-21 consonant and short vowel sounds.	**M:** Student demonstrates knowledge of all consonant, short and long vowel letter sounds. **P:** Student demonstrates knowledge of 22-25 consonant, short and long vowel sounds.
Reads irregular words	RF.K.3c	Kindergarten Hear… EOY Kindergarte… **Trimester 1:** -Module 2 summative **Trimester 2:** -Modules 3,4, 5 summatives **Trimester 3:** -Modules 6, 7, 8, 9 summatives	**M:** Student reads 12 - 15 irregular words. **P:** Student reads 9 - 11 irregular words.	**M:** Student reads 22 - 23 irregular words. **P:** Student reads 19 - 21 irregular words.	**M:** Student reads 28 - 36 irregular words. **P:** Student reads 23-27 irregular words.

Uses story elements in retelling of text	RL.K.2 RL.K.3	**Trimester 1:** -Modules1, 2 summatives **Trimester 2:** -Module 3 summative -Module 5 summative **Trimester 3:** -Module 6 summative -Module 7 summative -Module 9 summative	**M:** With prompting and support, student retells familiar stories including some key details (e.g., characters, setting) including events from the beginning, middle and end.	**M**: With prompting and support, student retells familiar stories including some key details (e.g. characters, setting) including events from the beginning, middle and end.	**M**: With prompting and support, student retells familiar stories including some key details (e.g. characters, setting) including events from the beginning, middle and end.
			P: With prompting and support, student retells familiar stories that may include non-relevant/limited details from the beginning, middle and end.	**P:** With prompting and support, student retells familiar stories that may include non-relevant/limited details from the beginning, middle and end.	**P:** With prompting and support, student retells familiar stories that may include non-relevant/limited details from the beginning, middle and end.
Reads / Decodes CVC words in isolation	RF.K.3	**Trimester 1**: Not assessed at this time **Trimester 2:** -CORE Phonics Survey (Part E) -Acadience NWF (although correct letter sounds is the expectation for this measure, also consider performance if blending) -Modules 3, 4, 5 summatives **Trimester 3:** -CORE Phonics Survey (Part E) -Acadience NWF (although correct letter sounds is the expectation for this measure, also consider performance if blending) -Modules 6, 7, 8, 9 summatives	Not assessed at this time.	**M:** Student reads 10 - 13 CVC words in isolation	**M:** Student reads 14 or more CVC words in isolation
			Not assessed at this time.	**P:** Student reads 6 -9 CVC words in isolation	**P:** Student reads 10 -13 CVC words in isolation

Kindergarten Writing Rubric for Meeting Grade Level Expectations

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M = Meets Expectations P = Progressing Toward Expectations
(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

Progress Report Expectation	**Standard(s)**	**Evidence**	**December**	**March**	**June**
		Evidence collected in all trimesters in addition to specific evidence indicated for each trimester: Formative tools during instruction, student work, oral/written responses, ongoing observations and anecdotal notes, play-based learning plans, writing rubrics and checklists	**Writing types completed during modules in this trimester:** Module 1: Opinion Module 2: Narrative Module 3: Informational (part of module completed) **Structured Literacy:** Module 1 Module 2 Part of module 3 completed	**Writing types completed during modules in this trimester:** Module 3: Informational (remainder of module completed) Module 4: Informational Module 5: Narrative Module 6: Informational (part of module completed) **Structured Literacy:** Module 3 Module 4 Module 5 Part of module 6 completed	**Writing types completed during modules in this trimester:** Module 6: Informational Module 7: Narrative/Poetry Module 8: Opinion Module 9: Informational **Structured Literacy:** Remainder of module 6 completed Module 7 Module 8 Module 9
Generates ideas and plans for writing	W.K.1 W.K.2 W.K.3	See "Evidence collected in all trimesters"	**M:** With minimal guidance and support, student uses a combination of talking, sketching **or** writing to plan a piece of writing.	**M:** With minimal guidance and support, student uses a combination of talking, sketching **or** writing to plan a piece of writing.	**M:** Student uses a combination of talking, sketching **and** writing to plan a piece of writing.
			P: With frequent guidance and support, student uses a combination of talking, sketching **or** writing to plan a piece of writing.	**P:** With frequent guidance and support, student uses a combination of talking, sketching **or** writing to plan a piece of writing.	**P:** With minimal guidance and support, student uses a combination of talking, sketching **and** writing to plan a piece of writing.

Applies letter/ sound relationships in writing	W.K.1 W.K.2 W.K.3	See "Evidence collected in all trimesters"	**M:** With minimal guidance and support, student applies knowledge of letter/sound relationships by writing letter(s) for some consonant or short vowel sounds.	**M:** With minimal guidance and support, student applies knowledge of letter/sound relationships by writing letter(s) for some consonant or short vowel sounds.	**M:** With minimal guidance and support, student applies knowledge of letter/sound relationships by writing letter(s) for most consonant or short vowel sounds.
			P: With frequent guidance and support, students applies knowledge of letter/sound relationships by writing letter(s) for some consonant or short vowel sounds.	**P:** With frequent guidance and support, students applies knowledge of letter/sound relationships by writing letter(s) for some consonant or short vowel sounds.	**P:** With frequent guidance and support, students applies knowledge of letter/sound relationships by writing letter(s) for some consonant or short vowel sounds.
Applies editing and revision strategies to written work	W.K.5	See "Evidence collected in all trimesters"	**M:** With guidance and support from adults, student responds to questions and suggestions from peers/adults and adds details to strengthen writing, as needed.	**M:** With guidance and support from adults, student responds to questions and suggestions from peers/adults and adds details to strengthen writing, as needed.	**M:** With guidance and support from adults, student responds to questions and suggestions from peers/adults and adds details to strengthen writing, as needed.
			P: With frequent guidance and support from adults, student responds to questions and suggestions from peers/adults and adds details to strengthen writing, as needed.	**P:** With frequent guidance and support from adults, student responds to questions and suggestions from peers/adults and adds details to strengthen writing, as needed.	**P:** With frequent guidance and support from adults, student responds to questions and suggestions from peers/adults and adds details to strengthen writing, as needed.
Spells irregular words correctly in writing	L.K.2d	**All trimesters:** -Structured Literacy dictation and spelling assessments -Student writing	**M:** Student applies knowledge of spelling patterns when writing. Student spells 10 - 15 irregular words correctly.	**M:** Student applies knowledge of spelling patterns when writing. Student spells 20+ irregular words correctly.	**M:** Student applies knowledge of spelling patterns when writing. Student spells 25+ irregular words correctly.
			P: Student inconsistently applies knowledge of spelling patterns when writing. Student spells 5 - 9 irregular words correctly.	**P:** Student inconsistently applies knowledge of spelling patterns when writing. Student spells 15 - 19 irregular words correctly.	**P:** Student inconsistently applies knowledge of spelling patterns when writing. Student spells 20-24 irregular words correctly.
Writes for many purposes in an organized way	W.K.1 W.K.2 W.K.3	See "Evidence collected in all trimesters"	**M**: With minimal guidance and support, use a combination of drawing, dictating, and writing to compose an opinion, narrative, and/or informational pieces.	**M**: With minimal guidance and support, use a combination of drawing, dictating, and writing to compose an opinion, narrative, and/or informational pieces.	**M**: Student uses a combination of drawing, dictating, and writing to compose an opinion, narrative, and/or informational pieces.
			P: With frequent guidance and support, use a combination of drawing, dictating, and writing to compose an opinion, narrative, and/or informational pieces.	**P:** With frequent guidance and support, use a combination of drawing, dictating, and writing to compose an opinion, narrative, and/or informational pieces.	**P:** With minimal guidance and support, use a combination of drawing, dictating, and writing to compose an opinion, narrative, and/or informational pieces.

Grade One Reading Rubric for Meeting Grade Level Expectations

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M = Meets Expectations P = Progressing Toward Expectations
(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

Progress Report Expectation	**Standard(s)**	**Evidence**	**December**	**March**	**June**
		Evidence collected in all trimesters in addition to specific evidence indicated for each trimester: Formative tools during instruction, student work, oral/written responses, Written Re… ongoing observations and anecdotal notes *Acadience reading benchmark scores may not reflect a student's current level of performance due to the timing of the assessment and the progress report windows.	**Modules completed during this trimester:** Module 1: Nice to Meet You! Module 2: My Family, My Community Module 3: Amazing Animals (part of module completed) **Structured Literacy Modules:** Module 1 Module 2 Module 3 Part of Module 4 completed	**Modules completed during this trimester:** Module 3: Amazing Animals (remainder of module completed) Module 4: Better Together Module 5: Now You See It, Now You Don't Module 6: Celebrate America Module 7: The Big Outdoors (part of the module completed) **Structured Literacy Modules:** Module 4 Module 5 Module 6 Module 7 Part of Module 8 completed	**Modules completed during this trimester:** Module 7: The Big Outdoors (remainder of module completed) Module 8: Tell Me a Story Module 9: Grow, Plants, Grow! Module 10: Dare to Dream **Structured Literacy Modules:** Remainder of module 8 completed Module 9 Module 10 Module 11 Module 12
Demonstrates fluent reading with phrasing and expression	RF.1.4b	**All Trimesters:** Raskinski … **Trimesters 2 & 3:**	**M:** Student reads in short phrases most of the time (primarily in two to three word phrases and some word-by-word reading) with	**M:** Student reads in longer word phrases with expression and attention to punctuation (reasonable stress and intonation)	**M:** Student reads in longer word phrases with expression and attention to punctuation (reasonable stress and intonation) EOY score:

		-Acadience ORF	expression and attention to punctuation. **P:** Student reads primarily word by word with some short phrases and little use of expression and attention to punctuation.	MOY scores, if applicable: -Acadience ORF WC 23-33 **P:** Student reads in short phrases most of the time (primarily in two-three word phrases and some word-by-word reading) with expression and attention to punctuation. MOY scores, if applicable: -Acadience ORF WC 17-22	-Acadience ORF WC 47-66 **P:** Student reads in short phrases most of the time (primarily in two-three word phrases and some word-by-word reading) with expression and attention to punctuation. EOY score: -Acadience ORF WC 33-46
Understands and applies knowledge of letters and sounds	RF 1.2 RF 1.3	**Trimester 1:** -Acadience PSF -Acadience NWF -CORE Phonics Survey -CORE Phonics Survey progress monitoring -Heggerty Phonemic Awareness Assessment **Trimester 2 & 3:** -Acadience NWF -CORE Phonics Survey/CORE Phonics Survey progress monitoring -Heggerty Phonemic Awareness Assessment	**M:** Student demonstrates knowledge and usage of all individual letters and corresponding sounds. BOY scores, if applicable: -PSF 40-46 -NWF WWR 1-3 -NWF CLS 27-33 **P:** Student demonstrates knowledge and usage of most individual letters and corresponding sounds. BOY scores, if applicable: -PSF 26-39 -NWF CLS 19-26	**M:** Student demonstrates knowledge and usage of all individual sounds, consonant vowel consonant, and consonant blends with short vowels. MOY scores, if applicable: -NWF WWR 8-16 -NWF CLS 43-58 **P:** Student demonstrates knowledge and usage of most individual sounds, consonant vowel consonant, and consonant blends with short vowels. MOY scores, if applicable: -NWF WWR 4-7 -NWF CLS 34-42	**M:** Student demonstrates knowledge and usage of all individual sounds, consonant vowel consonant, and consonant blends with short vowels. EOY scores: -NWF WWR 13-24 -NWF CLS 58-80 **P:** Student demonstrates knowledge and usage of most individual sounds, consonant vowel consonant, and consonant blends with short vowels. EOY scores: -NWF WWR 7-12 -NWF CLS 48-57
Reads irregular words	RF.1.3.g	**All Trimesters:** 1st grade Hea…	**M:** Student reads 21 irregular words. **P:**Student reads 15 - 20 irregular words.	**M:** Student reads 30 - 36 irregular words. **P:**Student reads 20 - 29 irregular words.	**M:** Student reads 56 - 64 irregular words. **P:**Student reads 45 - 55 irregular words.
Reads and comprehends grade level text	RF.1.4	**Trimester 1:** Not assessed at this time **Trimesters 2 & 3:** -Acadience ORF	Not assessed at this time.	**M:** Student reads and comprehends grade level text. MOY scores, if applicable: -Acadience ORF WC 23 - 33 -Acadience ORF ACC 78-85% -Acadience ORF Retell 15-16	**M:** Student reads and comprehends grade level text. EOY scores: -Acadience ORF WC 47-66 -Acadience ORF ACC 90-96% -Acadience ORF Retell 15-16

			Not assessed at this time.	**P:** Student is progressing towards reading and comprehending grade level text. MOY scores, if applicable: -Acadience ORF WC 17-22 -Acadience ORF ACC 69 -77% -Acadience ORF Retell - n/a	**P:** Student is progressing towards reading and comprehending grade level text. EOY scores: -Acadience ORF WC 33-46 -Acadience ORF ACC 83-89% -Acadience ORF Retell 1-14
Uses letter sounds to blend and decode words	RF.1.3	**Trimester 1:** -Acadience NWF -CORE Phonics Survey -CORE Phonics Survey progress monitoring **Trimesters 2 & 3:** -Acadience NWF -CORE Phonics Survey -CORE Phonics Survey progress monitoring -Acadience ORF	**M:** Consistently uses letter sounds to blend and decode words. BOY scores, if applicable: -NWF WWR 1-3 -NWF CLS 27-33	**M:** Consistently uses letter sounds to blend and decode words. MOY scores, if applicable: -NWF WWR 8-16 -NWF CLS 43-58	**M:** Consistently uses letter sounds to blend and decode words. EOY scores: -NWF WWR 13-24 -NWF CLS 58-80
			P: Inconsistently uses letter sounds to blend and decode words. BOY scores, if applicable: -NWF WWF <1 -NWF CLS 19-26	**P:** Inconsistently uses letter sounds to blend and decode words. MOY scores, if applicable: -NWF WWR 4-7 -NWF CLS 34-42	**P:** Inconsistently uses letter sounds to blend and decode words. EOY scores: -NWF WWR 7-12 -NWF CLS 48-57

Grade One Writing Rubric for Meeting Grade Level Expectations

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		Evidence	December	March	June
Progress Report Expectation	**Standard(s)**	**Evidence collected in all trimesters in addition to specific evidence indicated for each trimester:** Formative tools during instruction, student work, oral/written responses, Written Res… ongoing observations and anecdotal notes, writing rubrics and checklists	**Writing types completed in modules during this trimester:** Module 1: Narrative (story) Module 2: Informational Module 3: Opinion (part of module completed) **Structured Literacy Modules:** Module 1 Module 2 Module 3 Part of Module 4 completed	**Writing types completed during this trimester:** Module 3: Opinion (remainder of module completed) Module 4: Informational Module 5: Narrative (story) Module 6: Narrative (personal) Module 7: Narrative (poetry -part of the module completed) **Structured Literacy Modules:** Module 4 Module 5 Module 6 Module 7 Part of Module 8 completed	**Writing types completed during this trimester:** Module 7: Narrative (poetry) Module 8: Narrative (personal) Module 9: Informational Module 10: Opinion **Structured Literacy Modules:** Remainder of module 8 completed Module 9 Module 10 Module 11 Module 12
Generates ideas and plans for writing	W.1.1 W.1.2 W.1.3	**All Trimesters:** -Student writing samples from all modules **Trimester 1:** Module 2 summative	**M:** Student generates ideas for writing, while considering purpose and audience during planning.	**M:** Student generates ideas for writing, while considering purpose and audience during planning.	**M:** Student generates ideas for writing, while considering purpose and audience during planning.
			P: With guidance and support, student generates ideas for writing, while considering purpose and audience during planning.	**P:** With guidance and support, student generates ideas for writing, while considering purpose and audience during planning.	**P:** With guidance and support, student generates ideas for writing, while considering purpose and audience during planning.

Applies spelling patterns and spells irregular words correctly in written work	L.1.2d L.1.2e	**All Trimesters:** -Student writing samples from all modules -Structured Literacy dictation and spelling assessments	**M:** Student applies knowledge of spelling patterns when writing. Student spells 16 - 21 irregular words correctly.	**M:** Student applies knowledge of spelling patterns when writing. Student spells 30 - 36 irregular words correctly.	**M:** Student applies knowledge of spelling patterns when writing. Student spells 56-62 irregular words correctly.
			P: Student inconsistently applies knowledge of spelling patterns when writing. Student spells 10 - 15 irregular words correctly.	**P:** Student inconsistently applies knowledge of spelling patterns when writing. Student spells 20 - 29 irregular words correctly.	**P:** Student inconsistently applies knowledge of spelling patterns when writing. Student spells 46-55 irregular words correctly.
Writes for many purposes in an organized way	W.1.1 W1..2 W.1.3	**All Trimesters:** -Student writing samples from all modules **Trimester 1:** -Module 2 summative	**M**: Student uses a combination of drawing and writing to compose opinion, narrative, and/or informational pieces..	**M**: Student uses a combination of drawing and writing to compose opinion, narrative, and/or informational pieces..	**M**: Student uses a combination of drawing and writing to compose opinion, narrative, and/or informational pieces..
			P: With guidance and support, student uses a combination of drawing, writing and teacher transcribing to compose opinion, narrative, and/or informational pieces.	**P:** With guidance and support, student uses a combination of drawing, writing and teacher transcribing to compose opinion, narrative, and/or informational pieces.	**P:** With guidance and support, student uses a combination of drawing, writing and teacher transcribing to compose opinion, narrative, and/or informational pieces..
Applies revision and editing skills to written work	W.1.5	**All Trimesters:** See "Evidence collected in all trimesters"	**M:** With guidance and support from adults, student can focus on a topic, respond to questions and suggestions from peers/adults, and add details to strengthen writing, as needed.	**M:** With guidance and support from adults, student can focus on a topic, respond to questions and suggestions from peers/adults, and add details to strengthen writing, as needed.	**M:** With guidance and support from adults, student can focus on a topic, respond to questions and suggestions from peers/adults, and add details to strengthen writing, as needed.
			P: With frequent guidance and support from adults, student can focus on a topic, respond to questions and suggestions from peers/adults, and add details to strengthen writing, as needed.	**P:** With frequent guidance and support from adults, student can focus on a topic, respond to questions and suggestions from peers/adults, and add details to strengthen writing, as needed.	**P:** With frequent guidance and support from adults, student can focus on a topic, respond to questions and suggestions from peers/adults, and add details to strengthen writing, as needed.

Grade Two Reading Rubric for Meeting Grade Level Expectations

Progress reports should reflect evidence of student progress toward mastery of a standard. Standards-based grading does not capture an average of student performance over time. Rather, the performance level should reflect how close to mastery the student is at the time the progress report is shared with families using all available data and evidence. The evidence listed below for each progress report expectation should be considered along with ongoing teacher observation, checks for understanding, and examples of student work.

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(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

		Evidence	December	March	June
Progress Report Expectation	**Standard(s)**	**Evidence collected in all trimesters in addition to specific evidence indicated for each trimester:** Formative tools during instruction, student work, oral/written responses, Written Res… , ongoing observations and anecdotal notes *Acadience reading benchmark scores may not reflect a student's current level of performance due to the timing of the assessment and the progress report windows.	**Modules completed during this trimester:** Module 1: Be a Super Citizen Module 2: Look Around and Explore! Module 3: Meet in the Middle (part of module) **Structured Literacy:** Module 1 Module 2 Module 3 Part of module 4 completed	**Modules completed in this order during this trimester:** Module 3: Meet in the Middle (remainder of module completed) Modules 4 & 7 combined: Once Upon A Time/Everyone Has A Story Module 6: Weather Wise Module 8: Time to Grow! **Structured Literacy:** Module 4 Module 5 Module 6 Module 7 Part of module 8 completed	**Modules completed in this order during this trimester:** Module 9: Home Sweet Habitat Module 10: Many Cultures, One World Module 5: Lead the Way **Structured Literacy:** Remainder of module 8 completed Module 9 Module 10 Module 11 Module 12
Demonstrates fluent reading with phrasing and expression	RF.2.4b	**All Trimesters:** -Acadience ORF WC Raskinski Fluen…	**M:** Student reads in longer word phrases with expression and attention to punctuation (reasonable stress and intonation)	**M:** Student reads in longer word phrases with expression and attention to punctuation (reasonable stress and intonation)	**M:** Student reads in longer word phrases with expression and attention to punctuation (reasonable stress and intonation)

			BOY scores, if applicable: -Acadience ORF WC 52-67	MOY scores, if applicable: -Acadience ORF WC 72-90	EOY scores: -Acadience ORF WC 87-103
			P: Student reads primarily in short phrases (two to three words) and little use of expression and attention to punctuation. BOY scores, if applicable: -Acadience ORF WC 38-51	**P:** Student reads primarily in short phrases (two to three words) and little use of expression and attention to punctuation. MOY scores, if applicable: -Acadience ORF WC 56-71	**P:** Student reads primarily in short phrases (two to three words) and little use of expression and attention to punctuation. EOY scores: -Acadience ORF WC 66-86
Uses text structures to understand and recount texts	SL.2.2	**All Trimesters:** -Acadience ORF Retell	**M:** Student uses knowledge of text structures and features to understand and recount (retells/summarizes) information in a text. BOY scores, if applicable: -Acadience ORF Retell 16-24	**M:** Student uses knowledge of text structures and features to understand and recount (retells/summarizes) information in a text. MOY scores, if applicable: -Acadience ORF Retell 21-30	**M:** Student uses knowledge of text structures and features to understand and recount (retells/summarizes) information in a text. EOY scores: -Acadience ORF Retell 27-38
			P: Student inconsistently uses knowledge of text structures and features to understand and recount (retells/summarizes) information in a text. BOY scores, if applicable: -Acadience ORF Retell 9-15	**P:** Student inconsistently uses knowledge of text structures and features to understand and recount (retells/summarizes) information in a text. MOY scores, if applicable: -Acadience ORF Retell 14-20	**P:** Student inconsistently uses knowledge of text structures and features to understand and recount (retells/summarizes) information in a text. EOY scores: -Acadience ORF Retell 19-26
Determines the central message / lesson or main idea in a text	RL/RI.2.2	**Trimester 1:** Module 1 summative **Trimester 2:** -Module 4/7 summative -Module 8 summative **Trimester 3:** -Module 10 summative	**M:** Student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.	**M:** Student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.	**M:** Student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.
			P: With prompting and support, student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.	**P:** With prompting and support, student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.	**P:** With prompting and support, student identifies the central message/lesson (fiction) or main idea (informational) with supporting details.
Reads and comprehends grade level text	RF.2.4	**All Trimesters:** -Acadience ORF -Summatives read with comprehension in	**M:** Student reads and comprehends grade level text. BOY scores, if applicable: -Acadience ORF WC 52-67	**M:** Student reads and comprehends grade level text. MOY scores, if applicable: -Acadience ORF WC 72-90	**M:** Student reads and comprehends grade level text. EOY scores: -Acadience ORF WC 87-103 -Acadience ORF ACC 97-98%

		Lexile range 420-820L	-Acadience ORF ACC 90-95% -Acadience ORF Retell 16-24	-Acadience ORF ACC 96-98% -Acadience ORF Retell 21-30	-Acadience ORF Retell 27-38
			P: Student is progressing towards reading and comprehending grade level text. BOY scores, if applicable: -Acadience ORF WC 38-51 -Acadience ORF ACC 82-89% -Acadience ORF Retell 9-15	**P:** Student is progressing towards reading and comprehending grade level text. MOY scores, if applicable: -Acadience ORF WC 56-71 -Acadience ORF ACC 92-95% -Acadience ORF Retell 14-20	**P:** Student is progressing towards reading and comprehending grade level text. EOY scores: -Acadience ORF WC 66-86 -Acadience ORF ACC 94-96% -Acadience ORF Retell 19-26
Uses letter sounds to blend and decode words	RF.2.3	**Trimesters 1 & 2:** -Acadience NWF -Acadience ORF -CORE Phonics Survey Parts -CORE Phonics Survey progress monitoring **Trimester 3:** -Acadience ORF -CORE Phonics Survey -CORE Phonics Survey progress monitoring	**M:** Student consistently uses letter sounds to blend and decode words. BOY scores, if applicable: -Acadience NWF WWR 13-20 -Acadience NWF CLS 54-71	**M:** Student consistently uses letter sounds to blend and decode words.	**M:** Student consistently uses letter sounds to blend and decode words.
			P: Student inconsistently uses letter sounds to blend and decode words. BOY scores, if applicable: -Acadience NWF WWR 38-51 -Acadience NWF CLS 36-53	**P:** Student inconsistently uses letter sounds to blend and decode words.	**P:** Student inconsistently uses letter sounds to blend and decode words.

<u>Grade Two Writing Rubric for Meeting Grade Level Expectations</u>

Progress reports should reflect evidence of student progress toward mastery of a standard. Standards-based grading does not capture an average of student performance over time. Rather, the performance level should reflect how close to mastery the student is at the time the progress report is shared with families using all available data and evidence. The evidence listed below for each progress report expectation should be considered along with ongoing teacher observation, checks for understanding, and examples of student work.

M = Meets Expectations P = Progressing Toward Expectations

(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

		Evidence	December	March	June
Progress Report Expectations	**Standard(s)**	**Evidence collected in all trimesters in addition to specific evidence indicated for each trimester:** Formative tools during instruction, student work, oral/written responses, Written Respons… , ongoing observations and anecdotal notes, writing rubrics and checklists	**Writing types completed in modules during this trimester:** Module 1: Narrative Module 2: Informational Module 3: Opinion (part of module completed) **Structured Literacy:** Module 1 Module 2 Module 3 Part of module 4	**Writing types completed in this order during this trimester:** Module 3: Opinion (remainder of module completed) Modules 4 & 7 combined: Narrative (story) Module 6: Narrative (poetry) Module 8: Informational **Structured Literacy:** Remainder of module 4 Module 5 Module 6 Module 7 Part of module 8 completed	**Writing types completed in this order during this trimester:** Module 9: Informational Module 10: Opinion Module 5: Informational **Structured Literacy:** Remainder of module 8 completed Module 9 Module 9 Module 10 Module 11 Module 12
Generates ideas and plans for writing	W.2.1 W.2.2 W.2.3 W.2.5	**All Trimesters:** -Student writing samples from all modules	**M:** Student generates ideas for writing, while considering purpose and audience when planning.	**M:** Student generates ideas for writing, while considering purpose and audience when planning.	**M:** Student generates ideas for writing, while considering purpose and audience when planning.
			P: With guidance and support, student generates ideas for writing, while considering purpose and audience when planning.	**P:** With guidance and support, student generates ideas for writing, while considering purpose and audience when planning.	**P:** With guidance and support, student generates ideas for writing, while considering purpose and audience when planning.
Applies revision and editing strategies to written work	W.2.5	**All Trimesters:** -See "Evidence collected in all trimesters"	**M:** With guidance and support from adults and peers, student focuses on a topic and strengthens writing as needed by revising and editing.	**M:** With guidance and support from adults and peers, student focuses on a topic and strengthens writing as needed by revising and editing.	**M:** With guidance and support from adults and peers, student focuses on a topic and strengthens writing as needed by revising and editing.
			P: With frequent guidance and support from adults and peers, student focuses on a topic and strengthen writing as	**P:** With frequent guidance and support from adults and peers, student focuses on a topic and strengthen writing as	**P:** With frequent guidance and support from adults and peers, student focuses on a topic and strengthen writing

			needed by revising and editing.	needed by revising and editing.	as needed by revising and editing.
Applies spelling patterns and spells irregular words correctly in written work	L.2.2d	**All Trimesters:** -Structured Literacy dictation and spelling assessments	**M:** Student applies knowledge of spelling patterns when writing and spells most irregular words correctly in writing.	**M:** Student applies knowledge of spelling patterns when writing and spells most irregular words correctly in writing.	**M:** Student applies knowledge of spelling patterns when writing and spells most irregular words correctly in writing.
			P: Student inconsistently applies knowledge of spelling patterns when writing and spells some irregular words correctly in writing.	**P:** Student inconsistently applies knowledge of spelling patterns when writing and spells some irregular words correctly in writing.	**P:** Student inconsistently applies knowledge of spelling patterns when writing and spells some irregular words correctly in writing.
Writes for many purposes in an organized way	W.2.1 W.2.2 W.2.3	**All Trimesters:** -Student writing samples from all modules	**M**: Student uses a combination of drawing and writing to compose opinion, narrative, and informational pieces.	**M**: Student uses a combination of drawing and writing to compose opinion, narrative, and informational pieces.	**M**: Student uses a combination of drawing and writing to compose opinion, narrative, and informational pieces.
			P: With guidance and support, student uses a combination of drawing and writing to compose opinion, narrative, and informational pieces.	**P:** With guidance and support, student uses a combination of drawing and writing to compose opinion, narrative, and informational pieces.	**P:** With guidance and support, student uses a combination of drawing and writing to compose opinion, narrative, and informational pieces.