

Standards Based Report Card Rubric: 2nd Grade Literacy 2019-2020

HPLS	Standard Description	Assessment of Mastery		
		<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress towards the Standard (IPS)</u>
1st Grading Period				
ELAR				
2.2B(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	<i>Reads words with different vowel and consonant patterns</i>	decodes words with short vowel patterns	sometimes decodes words with short vowel patterns	decodes words with short vowel patterns with teacher assistance
2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words;	<i>Determines the meaning of unknown words using context clues within the text</i>	determines the meaning of unfamiliar words in a sentence using context clues	sometimes determines the meaning of unfamiliar words in a sentence using context clues	determines the meaning of unfamiliar words in a sentence using context clues with teacher assistance
2.6F make inferences and use evidence to support understanding;	<i>Uses background knowledge and new information to make inferences about the text</i>	makes inferences when prompted	sometimes makes inferences when prompted	struggles to make inferences, even when prompted
2.6G evaluate details read to determine key ideas;	<i>Finds key ideas of a text by using the details in the text</i>	The learner can determine details in a text.	sometimes determines details in a text	determines details in a text with teacher assistance
2.7D retell and paraphrase texts in ways that maintain meaning and logical order;	<i>Retells and paraphrases texts in a meaningful and logical order</i>	verbally retells a text in order when reading a grade level appropriate text	sometimes verbally retells events/details in a text in order when reading a grade level appropriate text	verbally retells events/details in a text in order with teacher assistance
2.11B(ii) developing an idea with specific and relevant details;	<i>Develops ideas with specific details when writing a story</i>	uses brainstorming strategies to develop an idea	sometimes uses brainstorming strategies to develop an idea	uses brainstorming strategies to develop an idea with teacher assistance
2.11D(i) complete sentences with subject-verb agreement;	<i>Writes complete sentences with subject-verb agreement</i>	writes a sentence that states a subject and a verb	sometimes writes a sentence that states a subject and a verb	writes a sentence that states a subject and a verb with teacher assistance

2nd Grading Period**ELAR**

2.2B(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	<i>Reads words with different vowel and consonant patterns</i>	decodes words with short and long vowel patterns	sometimes decodes words with short and long vowel patterns	decodes words with short and long vowel patterns with teacher assistance
2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words;	<i>Determines the meaning of unknown words using context clues within the text</i>	determines the meaning of unfamiliar words in a paragraph using context clues	sometimes determines the meaning of unfamiliar words in a paragraph using context clues	determines the meaning of unfamiliar words in a paragraph using context clues with teacher assistance
2.6F make inferences and use evidence to support understanding;	<i>Uses background knowledge and new information to make inferences about the text</i>	makes inferences without stating evidence	sometimes makes inferences without stating evidence	struggles to state evidence when making an inference
2.6G evaluate details read to determine key ideas;	<i>Finds key ideas of a text by using the details in the text</i>	determines important details in a text	sometimes determines important details in a text	determines important details in a text with teacher assistance
2.7D retell and paraphrase texts in ways that maintain meaning and logical order;	<i>Retells and paraphrases texts in a meaningful and logical order</i>	verbally retells the most important details/events in a text in order when reading a grade level appropriate text	sometimes verbally retells the most important events/details in a text in order when reading a grade level appropriate text	verbally retells the most important events/details in a text in order with teacher assistance
2.11B(ii) developing an idea with specific and relevant details;	<i>Develops ideas with specific details when writing a story</i>	creates drafts with details using brainstorming strategies with teacher assistance	can sometimes creates drafts with details using brainstorming strategies with support	creates drafts with details using brainstorming strategies with teacher assistance
2.11D(i) complete sentences with subject-verb agreement;	<i>Writes complete sentences with subject-verb agreement</i>	writes a sentence using singular subject-verb agreement	sometimes writes a sentence using singular subject-verb agreement	writes a sentence using singular subject-verb agreement with teacher assistance

3rd Grading Period**ELAR**

2.2B(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	<i>Reads words with different vowel and consonant patterns</i>	decodes words with short vowel patterns	sometimes decodes words with all vowel patterns and blends	decodes words with all vowel patterns and blends with teacher assistance
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2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words;	<i>Determines the meaning of unknown words using context clues within the text</i>	determines the meaning of unfamiliar words using all features on a page (pictures, diagrams, captions, etc.)	sometimes determines the meaning of unfamiliar words using all features on a page (pictures, diagrams, captions, etc.)	determines the meaning of unfamiliar words using all features on a page (pictures, diagrams, captions, etc.) with teacher assistance
2.6F make inferences and use evidence to support understanding;	<i>Uses background knowledge and new information to make inferences about the text</i>	makes inferences and state their evidence with teacher assistance	sometimes makes inferences and state their evidence with support	struggles to make inferences and state their evidence, even with support
2.6G evaluate details read to determine key ideas;	<i>Finds key ideas of a text by using the details in the text</i>	identifies important details to determine the key idea(s) in a text	sometimes identifies important details to determine the key idea(s) in a text	identifies important details to determine the key idea(s) in a text with teacher assistance
2.7D retell and paraphrase texts in ways that maintain meaning and logical order;	<i>Retells and paraphrases texts in a meaningful and logical order</i>	writes a retelling of the most important details/events in a story in order when reading a grade level appropriate text	sometimes writes a retelling of the most important events/details in a text in order when reading a grade level appropriate text	writes a retelling of the most important events/details in a text in order with teacher assistance
2.11B(ii) developing an idea with specific and relevant details;	<i>Develops ideas with specific details when writing a story</i>	writes drafts with details using brainstorming strategies independently and the main idea is present throughout parts of the draft	independently creates drafts with details using brainstorming strategies at times. The main idea is present throughout parts of the draft	struggles to independently create drafts with details using brainstorming strategies- the main idea is not present throughout parts of the draft
2.11D(i) complete sentences with subject-verb agreement;	<i>Writes complete sentences with subject-verb agreement</i>	writes a sentence using plural subject-verb agreement	sometimes writes a sentence using plural subject-verb agreement	writes a sentence using plural subject-verb agreement with teacher assistance

4th Grading Period

ELAR

2.2B(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	<i>Reads words with different vowel and consonant patterns</i>	decodes words with all vowel patterns, blends, and trigraphs	sometimes decodes words with all vowel patterns, blends, and trigraphs	decodes words with all vowel patterns, blends, and trigraphs with teacher assistance
2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words;	<i>Determines the meaning of unknown words using context clues within the text</i>	determines the meaning of unfamiliar words using all features in a text (pictures, diagrams, captions, glossary, etc.)	sometimes can determine the meaning of unfamiliar words using all features in a text (pictures, diagrams, captions, glossary, etc.)	determines the meaning of unfamiliar words using all features in a text (pictures, diagrams, captions, glossary, etc.) with teacher assistance

2.6F make inferences and use evidence to support understanding;	<i>Uses background knowledge and new information to make inferences about the text</i>	makes inferences and states their evidence independently	independently makes inferences and state evidence at times	struggles to independently make inferences and state their evidence
2.6G evaluate details read to determine key ideas;	<i>Finds key ideas of a text by using the details in the text</i>	evaluates and decides which important details can be used to determine the key idea(s) in a text	sometimes evaluates and decide which important details can be used to determine the key idea(s) in a text	evaluates and decides which important details can be used to determine the key idea(s) in a text with teacher assistance
2.7D retell and paraphrase texts in ways that maintain meaning and logical order;	<i>Retells and paraphrases texts in a meaningful and logical order</i>	retells the most important details/events in a text in logical order using key information verbally and in writing using a grade level appropriate text	sometimes retells the most important events/details in a text in order using key information (characters, setting, and plot) verbally and in writing using a grade level appropriate text	retells the most important events/details in a text in order using key information (characters, setting, and plot) verbally and in writing with teacher assistance
2.11B(ii) developing an idea with specific and relevant details;	<i>Develops ideas with specific details when writing a story</i>	writes focused drafts with specific details that relate to the main idea of their text independently and the main idea is present throughout the entire draft	independently writes focused drafts with specific details that relate to the main idea of their text at times. The main idea is present throughout the entire draft	struggles to independently write focused drafts with specific details that relate to the main idea of their text- the main idea is not present throughout the entire draft
2.11D(i) complete sentences with subject-verb agreement;	<i>Writes complete sentences with subject-verb agreement</i>	writes complete sentences using singular and plural subject-verb agreement	sometimes writes complete sentences using singular and plural subject-verb agreement	writes complete sentences using singular and plural subject-verb agreement