

GRADE 2 ELA RUBRIC

READING

Essential Standard :Reads and comprehends grade level text (L,I)

STANDARDS ADDRESSED:

2.RL.1/2.RI.1 Ask and answer such questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text
 2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 2.RL.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
 2.RI.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
 2.RL.2 Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no evidence of comprehension of literary or informational text within the grades 2-3 complexity lexile band, (450-790)
Consistently Making Progress (C)	Requires teacher support to comprehend literary and informational text at the low end of the grades 2-3 text complexity lexile band (450-790).
Meeting Standard (M)	Reads and comprehends literary and informational text in the grades 2-3 complexity lexile band, (450-790) with teacher support as needed at the high end of the range of text complexity
Exceeded Standard (E)	Independently reads and comprehends literary and informational text at the high end of the grades 2-3 text complexity lexile band (450-790)

Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no evidence of comprehension of literary or informational text within the grades 2-3 complexity band
Consistently Making Progress (C)	Requires teacher support to comprehend literary and informational text at the low end of the grades 2-3 text complexity lexile band (450-790)
Meeting Standard (M)	Reads and comprehends literary and informational text in the grades 2-3 complexity lexile band, (450-790) with teacher support as needed at the high end of the range of text complexity

Exceeded Standard (E)	Independently reads and comprehends literary and informational text at the high end of the grades 2-3 text complexity lexile band (450-790)
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Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no evidence of comprehension of literary or informational text within the grades 2-3 complexity band
Consistently Making Progress (C)	Requires teacher support to comprehend literary and informational text at the low end of the grades 2-3 text complexity lexile band (450-790)
Meeting Standard (M)	Reads and comprehends literary and informational text in the grades 2-3 complexity(450-790) with teacher support as needed at the high end of the range of text complexity
Exceeded Standard (E)	Independently reads and comprehends literary and informational text at the high end of the grades 2-3 text complexity lexile band (450-790)

GRADE 2 ELA RUBRIC

READING
Essential Standard: Understands character

STANDARDS ADDRESSED:

- 2.RL.3 Describe how characters in a story respond to major events and challenges
- 2.RL.6 Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.

First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of how characters in a story respond to major events and challenges, unable to recognize differences in characters’ points of view
Consistently Making Progress (C)	Requires teacher prompting and support to understand how characters in a story respond to major events and challenges, requires teacher modeling to acknowledge differences in points of views of characters including speaking in different voices when reading dialogue aloud.
Meeting Standard (M)	Independently describes how characters in a story respond to major events and challenges. Reads to determine point of view. Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Exceeded Standard (E)	Independently discusses and analyzes characters; asks and answers complex inferential questions about abstract traits of characters, makes connections to background knowledge, other texts and theme. Summarizes text.

Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of how characters in a story respond to major events and challenges, unable to recognize differences in characters’ points of view
Consistently Making Progress (C)	Requires teacher prompting and support to understand how characters in a story respond to major events and challenges, requires

	teacher modeling to acknowledge differences in points of views of characters including speaking in different voices when reading dialogue aloud.
Meeting Standard (M)	Independently describes how characters in a story respond to major events and challenges. Reads to determine point of view. Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Exceeded Standard (E)	Independently discusses and analyzes characters; asks and answers complex inferential questions about abstract traits of characters, makes connections to background knowledge, other texts and theme. Summarizes text.

Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of how characters in a story respond to major events and challenges, unable to recognize differences in characters’ points of view
Consistently Making Progress (C)	Requires teacher prompting and support to understand how characters in a story respond to major events and challenges, requires teacher modeling to acknowledge differences in points of views of characters including speaking in different voices when reading dialogue aloud.
Meeting Standard (M)	Independently describes how characters in a story respond to major events and challenges. Reads to determine point of view. Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Exceeded Standard (E)	Independently discusses and analyzes characters; asks and answers complex inferential questions about abstract traits of characters, makes connections to background knowledge, other texts and theme. Summarizes text.

GRADE 2 ELA RUBRIC

Reading Comprehension	
Essential Standard: Identifies main topic and supporting details (I)	
STANDARDS ADDRESSED:	
.2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text..	
2.RI.8 Describe how reasons support specific points an author makes in a text	
2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of the main purpose of a given text, or the purpose for reading a given text
Consistently Making Progress (C)	Requires teacher prompting or support to identify the main topic of an informational text, including what the author wants to answer, explain or describe
Meeting Standard (M)	Independently identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. Describes how reasons support specific points an author makes in a text.
Exceeded Standard (E)	

Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of the main purpose of a given text, or the purpose for reading a given text
Consistently Making Progress (C)	Requires teacher prompting or support to identify the main topic of an informational text, including what the author wants to answer, explain or describe
Meeting Standard (M)	Independently identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. Describes how reasons support specific points an author makes in a text.
Exceeded Standard (E)	

Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of the main purpose of a given text, or the purpose for reading a given text
Consistently Making Progress (C)	Requires teacher prompting or support to identify the main topic of an informational text, including what the author wants to answer, explain or describe
Meeting Standard (M)	Independently identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. Describes how reasons support specific points an author makes in a text. Independently describes the connection between a series of historical events, scientific ideas or concepts, or steps in a technical process. Uses background knowledge and experience to make connections between texts, ideas, historic events, or processes.
Exceeded Standard (E)	

GRADE 2 ELA RUBRIC

READING

Essential Standard: Identifies author's purpose of a text (I)

STANDARDS ADDRESSED:

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of the main purpose of a given text, or the purpose for reading a given text
Consistently Making Progress (C)	Requires teacher prompting or support to identify the main purpose of a text, including what the author wants to answer, explain or describe
Meeting Standard (M)	Independently identifies the main purpose of a text, including what the author wants to answer, explain or describe. Understands the purpose for reading variety of texts.
Exceeded Standard (E)	Independently identifies the main purpose of a text, in the higher range of the grade 2-3 text complexity lexile band (450-790), including what the author wants to answer, explain or describe.

Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of the main purpose of a given text, or the purpose for reading a given text
Consistently Making Progress (C)	Requires teacher prompting or support to identify the main purpose of a text, including what the author wants to answer, explain or describe
Meeting Standard (M)	Independently identifies the main purpose of a text, including what the author wants to answer, explain or describe. Understands the purpose for reading variety of texts.
Exceeded Standard (E)	Independently identifies the main purpose of a text, in the higher range of the grade 2-3 text complexity lexile band (450-790), including what the author wants to answer, explain or describe.

Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of the main purpose of a given text, or the purpose for reading a given text
Consistently Making Progress (C)	Requires teacher prompting or support to identify the main purpose of a text, including what the author wants to answer, explain or describe
Meeting Standard (M)	Independently identifies the main purpose of a text, including what the author wants to answer, explain or describe. Understands the purpose for reading variety of texts.
Exceeded Standard (E)	Independently identifies the main purpose of a text, in the higher range of the grade 2-3 text complexity lexile band (450-790), including what the author wants to answer, explain or describe.

READING

Essential Standard: Explains how images and text features contribute to and clarify text (L,I)

STANDARDS ADDRESSED:

2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

First Trimester: Benchmarks	
	Not Assessed

Second Trimester: Benchmarks	
Making Limited Progress (L)	Limited or no understanding of how images and text features contribute to and clarify text (L)
Consistently Making Progress (C)	Requires teacher prompting and support to knows and uses text features to locate key facts. Explains how specific images contribute to and clarify text.
Meeting Standard (M)	Independently knows and uses text features to locate key facts. Explains how specific images contribute to and clarify text.
Exceeded Standard (E)	Independently integrates informational images and text to draw conclusions about given text.

GRADE 2 ELA RUBRIC

Third Trimester: Benchmarks	
Making Limited Progress (L)	Limited or no understanding of how images and text features contribute to and clarify text (L)
Consistently Making Progress (C)	Requires teacher prompting and support to know and uses text features to locate key facts. Explains how specific images contribute to and clarify text.
Meeting Standard (M)	Independently knows and uses text features to locate key facts. Explains how specific images contribute to and clarify text.
Exceeded Standard (E)	Independently integrates informational images and text to draw conclusions about given text.

READING COMPREHENSION
Essential Standard: Identifies and explains dialogue in stories or poems

STANDARDS ADDRESSED:
 2.RI.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

First Trimester: Benchmarks	
Making Limited Progress (L)	Limited or no understanding of dialogue as words spoken by characters (usually enclosed in quotation marks) and what dialogue adds to a particular story or poem.
Consistently Making Progress (C)	Requires teacher prompting and support to identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Meeting Standard (M)	Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.

Exceeded Standard (E)	
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Second Trimester: Benchmarks	
Making Limited Progress (L)	Limited or no understanding of dialogue as words spoken by characters (usually enclosed in quotation marks) and what dialogue adds to a particular story or poem.
Consistently Making Progress (C)	Requires teacher prompting and support to identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Meeting Standard (M)	Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Exceeded Standard (E)	

Third Trimester: Benchmarks	
Making Limited Progress (L)	Limited or no understanding of dialogue as words spoken by characters (usually enclosed in quotation marks) and what dialogue adds to a particular story or poem.
Consistently Making Progress (C)	Requires teacher prompting and support to identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Meeting Standard (M)	Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Exceeded Standard (E)	

GRADE 2 ELA RUBRIC

READING
Essential Standard: Describes how words and phrases give rhythm and meaning to story, poem, song (L)

STANDARDS ADDRESSED:
 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

First Trimester: Benchmarks	
Making Limited Progress (L)	Limited or no understanding of how words and phrases give rhythm and meaning to a story, poem, or song.
Consistently Making Progress (C)	Requires prompting and support to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Meeting Standard (M)	Independently describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Determines intent of grade appropriate figurative language.
Exceeded Standard (E)	

Second Trimester: Benchmarks	
Making Limited Progress (L)	Limited or no understanding of how words and phrases give rhythm and meaning to a story, poem, or song.
Consistently Making Progress (C)	Requires prompting and support to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Meeting Standard (M)	Independently describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Determines intent of grade appropriate figurative language.
Exceeded Standard (E)	

Third Trimester: Benchmarks	
Making Limited Progress (L)	Limited or no understanding of how words and phrases give rhythm and meaning to a story, poem, or song.
Consistently Making Progress (C)	Requires prompting and support to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Meeting Standard (M)	Independently describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Determines intent of grade appropriate figurative language.
Exceeded Standard (E)	

GRADE 2 ELA RUBRIC

READING

Essential Standard: Uses strategies to determine the meaning of unknown or multiple meaning words and phrases

STANDARDS ADDRESSED:

2 L 4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/retell)
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional)
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse; lighthouse; housefly; bookshelf; notebook; bookmark)
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life
- g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life

2 L 5. Demonstrate understanding of word relationships and nuances in word meanings

- a. Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy)
- b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2 L 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. When the other kids are happy that makes me happy.)

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic of subject area.

First Trimester: Benchmarks	
Making Limited Progress (L)	Limited ability to determine the meaning of unknown words
Consistently Making Progress (C)	Inconsistently recognizes or applies prefixes, context clues, compound words and determines meaning of unknown words. Requires support in recognizing grade appropriate compound words to determine meaning. Requires prompting and guidance to correctly use resources

Meeting Standard (M)	Independently recognizes and applies prefixes, context clues, compound words and determines meaning of unknown words. Recognizes grade appropriate words with multiple meaning, understands word relationships and meanings. <u>Independently uses resources to clarify or verify.</u>
Exceeded Standard (E)	Consistently and independently recognizes and applies prefixes, context clues, word structure and determines the meaning of unknown words. Recognizes grade appropriate words with multiple meanings, common idioms, and figurative phrases. Consistently and independently uses resources to clarify or verify.

Second Trimester: Benchmarks

Making Limited Progress (L)	Limited ability to determine the meaning of unknown words
Consistently Making Progress (C)	Inconsistently recognizes or applies prefixes, context clues, compound words and determines meaning of unknown words. Requires support in recognizing grade appropriate compound words to determine meaning. Requires prompting and guidance to correctly use resources
Meeting Standard (M)	Independently recognizes and applies prefixes, context clues, compound words and determines meaning of unknown words. Recognizes grade appropriate words with multiple meaning, understands word relationships and meanings. <u>Independently uses resources to clarify or verify</u>
Exceeded Standard (E)	Consistently and independently recognizes and applies prefixes, context clues, word structure and determines the meaning of unknown words. Recognizes grade appropriate words with multiple meanings, common idioms, and figurative phrases. Consistently and independently uses resources to clarify or verify.

Third Trimester: Benchmarks

Making Limited Progress (L)	Limited ability to determine the meaning of unknown words
Consistently Making Progress (C)	Inconsistently recognizes or applies prefixes, context clues, compound words and determines meaning of unknown words. Requires support in recognizing grade appropriate compound words to determine meaning. Requires prompting and guidance to correctly use resources

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Meeting Standard (M)	Independently recognizes and applies prefixes, context clues, compound words and determines meaning of unknown words. Recognizes grade appropriate words with multiple meaning, understands word relationships and meanings. Independently uses resources to clarify or verify.
Exceeded Standard (E)	Consistently and independently recognizes and applies prefixes, context clues, word structure and determines the meaning of unknown words. Recognizes grade appropriate words with multiple meanings, common idioms, and figurative phrases. Consistently and independently uses resources to clarify or verify.

READING
Essential Standard: Compare and contrast 2 texts related by story or topic (L,I)

STANDARDS ADDRESSED:

- 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.
- 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no recognition of comparisons or contrasts apparent in two or more versions of same story
Consistently Making Progress (C)	Requires teacher prompting and support to compare and contrast two or more versions of the same story (L) Requires teacher prompting and support to compare and contrast most important points presented in two texts on same topic (I)
Meeting Standard (M)	Independently compares and contrasts two or more versions of the same story from differing authors or cultures(L) Independently compares and contrasts most important points presented in two tests on same topic (I)
Exceeded Standard (E)	Recognizes multiple points of view in two or more versions of same story (L)

Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no recognition of comparisons or contrasts apparent in two or more versions of same story
Consistently Making Progress (C)	Requires teacher prompting and support to compare and contrast two or more versions of the same story (L) Requires teacher prompting and support to compare and contrast most important points presented in two texts on same topic (I)
Meeting Standard (M)	Independently compares and contrasts two or more versions of the same story from differing authors or cultures(L) Independently compares and contrasts most important points presented in two tests on same topic (I)
Exceeded Standard (E)	Recognizes multiple points of view in two or more versions of same story (L)

Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no recognition of comparisons or contrasts apparent in two or more versions of same story
Consistently Making Progress (C)	Requires teacher prompting and support to compare and contrast two or more versions of the same story (L) Requires teacher prompting and support to compare and contrast most important points presented in two texts on same topic (I)
Meeting Standard (M)	Independently compares and contrasts two or more versions of the same story from differing authors or cultures(L) Independently compares and contrasts most important points presented in two tests on same topic (I)
Exceeded Standard (E)	Recognizes multiple points of view in two or more versions of same story (L)

GRADE 2 ELA RUBRIC

FOUNDATIONAL SKILLS

Essential Standard: Uses letter sound knowledge to decode

Essential Knowledge Outcome: Students are fluent readers

STANDARDS ADDRESSED:

- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.

First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no recognition of grade level phonics and use of word analysis skills. Recognize few (50-100) grade appropriate irregularly spelled words.
Consistently Making Progress (C)	With teacher prompting and support, distinguishes long/short vowels and reads regularly spelled two syllable words with long vowels. Recognizes and reads some (100-200) grade appropriate irregularly spelled words.
Meeting Standard (M)	Independently reads one syllable words with long/short vowels, and regularly spelled two-syllable words with long vowels. Knows spelling/sound correspondence for vowel teams. Recognizes and reads most (200+) grade level irregularly spelled words.
Exceeded Standard (E)	Decodes fluently to read and comprehend complex texts

Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of grade level phonics and word analysis skills. Recognizes few (100-150) grade appropriate irregularly spelled words.
Consistently Making Progress (C)	Independently reads one syllable words with long/short vowels. Requires teacher prompting and support to read regularly spelled two-

	syllable words with long vowels and words with common affixes, Recognizes and reads some(200+) grade appropriate irregularly spelled words
Meeting Standard (M)	Independently reads: regularly spelled two-syllable words with long vowels, common affixes; knows spelling sound correspondences for vowel teams; recognizes and reads most grade level irregularly spelled words
Exceeded Standard (E)	Decodes fluently to read and comprehend complex texts

Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of grade level phonics and word analysis skills. Recognizes few (100-150) grade appropriate irregularly spelled words
Consistently Making Progress (C)	Independently reads one syllable words with long/short vowels. Requires teacher prompting and support to read regularly spelled two-syllable words with long vowels and words with common affixes. Recognizes and reads some (200+) grade appropriate irregularly spelled words
Meeting Standard (M)	Independently reads regularly spelled two-syllable words with long vowels and words with common affixes. Identifies words with inconsistent spelling/sound correspondences. Recognizes and reads grade level irregularly spelled words.
Exceeded Standard (E)	Decodes fluently to read and comprehend complex texts

GRADE 2 ELA RUBRIC

FOUNDATIONAL SKILLS		Third Trimester: Benchmarks	
Essential Standard: Fluently reads grade level text with accuracy and understanding			
STANDARDS ADDRESSED:			
2.RF.4 Read with sufficient accuracy and fluency to support comprehension.			
a. Read grade-level text with purpose and understanding.			
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive reading			
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary			
First Trimester: Benchmarks			
Making Limited Progress (L)	Little or no evidence of comprehension of grade level text ; student has a high error rate (>4 errors/pm) and or does use context cues or reread as needed to improve accuracy and understanding. Repeated reading does not improve rate, accuracy or expression	Making Limited Progress (L)	Little or no evidence of comprehension of grade level text; student has a high error rate (>4 errors/pm) and or does use context cues or reread as needed to improve accuracy and understanding. Repeated reading does not improve rate, accuracy or expression
Consistently Making Progress (C)	Requires teacher prompting and support to orally demonstrate comprehension of grade level text., requires prompting and support to employ context cues, given repeated reading demonstrates limited improvement in accuracy, rate, and expression.	Consistently Making Progress (C)	Requires teacher prompting and support to orally demonstrate comprehension of grade level text, requires prompting and support to employ context cues. Given repeated reading demonstrates limited improvement in accuracy, rate, and expression.
Meeting Standard (M)	Orally demonstrates comprehension of grade level text; repeated reading improves accuracy, rate and expression; uses context cues and rereads as necessary to improve accuracy and understanding	Meeting Standard (M)	Orally demonstrates comprehension of grade level text; given successive readings, is able to read grade level text accurately with appropriate rate and expression; uses context cues and rereads as necessary to improve accuracy and understanding
Exceeded Standard (E)	Orally demonstrates comprehension of grade level text; orally with appropriate prosody and expression; uses context cues and rereads as necessary to improve accuracy and understanding	Exceeded Standard (E)	Orally demonstrates comprehension of text in 2-3 grade band; uses context cues and rereads as necessary to improve accuracy and understanding, reads orally with appropriate prosody and expression.
Second Trimester: Benchmarks			
Making Limited Progress (L)	Little or no evidence of comprehension of grade level text; has a high error rate (>4errors/pm)does not self-correct miscues or reread as needed to improve accuracy and understanding		
Consistently Making Progress (C)	Requires teacher prompting and support to orally demonstrate comprehension of grade level text, requires prompting and support to employ context cues. Given repeated reading, demonstrates limited improvement in accuracy, rate, and expression.		
Meeting Standard (M)	Orally demonstrates comprehension of grade level text; given successive readings, is able to read grade level text accurately with appropriate rate and expression; uses context cues and rereads as necessary to improve accuracy and understanding		
Exceeded Standard (E)	Orally demonstrates comprehension of grade level text; uses context cues and rereads as necessary to improve accuracy and understanding, reads orally with appropriate prosody and expression.		

GRADE 2 ELA RUBRIC

Writing
Essential Standard: <i>Writes informative/explanatory texts</i>

STANDARDS ADDRESSED:

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of the elements of an informative/explanatory text.
Consistently Making Progress (C)	Requires substantial teacher prompting and support to demonstrate knowledge of the elements of informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
Meeting Standard (M)	Independently demonstrates knowledge of the elements of informative/explanatory texts including the introduction of a topic, using facts and definitions to develop points, and providing a concluding statement or section.
Exceeded Standard (E)	Independently writes informative/explanatory texts using precise, vivid language.

Second Trimester: Benchmarks	
Making Limited Progress (L)	Given teacher support (graphic organizers, word banks, modeling etc.) unable to form complete sentences to write informative/explanatory text. Little or no understanding of relevant facts and definitions related to topic. Unable to develop/support topic.
Consistently Making Progress (C)	Requires substantial prompting and support to demonstrate effective development toward the creation of an informative/explanatory text including the introduction of a topic, using facts and definitions to develop points, and providing a concluding statement or section.
Meeting Standard (M)	Independently demonstrates effective development toward the creation of an informative/explanatory text including the introduction of a topic, using facts and

	definitions to develop points, and providing a concluding statement or section with less dependency on graphic organizers for support.
Exceeded Standard (E)	Independently writes informative/ explanatory texts using precise, vivid language.

Third Trimester: Benchmarks	
Making Limited Progress (L)	Given teacher support (graphic organizers, word banks, modeling etc.) unable to form complete sentences to write informative/explanatory text. Little or no understanding of relevant facts and definitions related to topic. Unable to develop/support topic.
Consistently Making Progress (C)	Requires teacher prompting and support to write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
Meeting Standard (M)	Independently writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
Exceeded Standard (E)	Independently writes informative/ explanatory texts using precise, vivid language.

GRADE 2 ELA RUBRIC

Writing	
Essential Standard: Writes narrative pieces	
STANDARDS ADDRESSED:	
2.W.3 Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to actions, thoughts, and feelings, use temporal words to signal order where appropriate, and provide a sense of closure.	
First Trimester: Benchmarks	
Not Assessed This Trimester	
Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of narrative form. Given teacher support (graphic organizers, word banks, modeling etc.) , unable to write an elaborated event or short sequence of events describing actions, thoughts and feelings.
Consistently Making Progress (C)	Requires substantial teacher prompting and support to write narratives recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Meeting Standard (M)	Independently shows effective development toward the creation of a narrative including recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure with less dependency on graphic organizers as a support.
Exceeded Standard (E)	Independently writes complete narratives with elaborate description and vivid, precise language.
Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of narrative form. Given teacher support (graphic organizers, word banks, modeling etc.) , unable to write an elaborated event or short sequence of

	events describing actions, thoughts and feelings.
Consistently Making Progress (C)	Requires teacher prompting and support to write narratives recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Meeting Standard (M)	Independently writes narratives recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Exceeded Standard (E)	Independently writes complete narratives with elaborate description and vivid, precise language.

GRADE 2 ELA RUBRIC

Writing

Essential Standard: Writes opinion pieces

STANDARDS ADDRESSED:

2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

First Trimester: Benchmarks

Standard not assessed this trimester

Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of form for writing opinion pieces. Given teacher support (graphic organizers, word banks, modeling etc.) unable to write a clear essay stating reasons for one's opinion on given topic.
Consistently Making Progress (C)	Requires substantial teacher prompting and support to write an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section .
Meeting Standard (M)	Independently shows effective development toward the creation of an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section with less dependency on graphic organizers for support.
Exceeded Standard (E)	Independently writes opinion pieces with elaborate description and precise, vivid language.

Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of form for writing opinion pieces. Given teacher support (graphic organizers, word banks, modeling etc.) unable to write a clear essay stating reasons for one's opinion on given topic.
Consistently Making Progress (C)	Requires teacher prompting and support to write an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section .
Meeting Standard (M)	Independently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section.
Exceeded Standard (E)	Independently writes opinion pieces with elaborate description and precise, vivid language.

GRADE 2 ELA RUBRIC

Writing
Essential Standard: Writes poetry

STANDARDS ADDRESSED:
 2.W.3 Write narratives in prose or **poem** form that recount a well elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.
 a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure.

First Trimester: Benchmarks
 Not assessed during this trimester

Second Trimester: Benchmarks
 Not assessed during this trimester

Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of how to write a poem or story with dialogue.
Consistently Making Progress (C)	Requires teacher prompting and support to write a poem or story with dialogue.
Meeting Standard (M)	Independently writes a poem or story with dialogue.
Exceeded Standard (E)	Writes a poem or story with dialogue and includes feelings and vivid language.

Writing
Essential Standard: Participates in Research to Build and Present Knowledge

STANDARDS ADDRESSED:
 2.W.7 Participate in **shared** research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
 .2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

First Trimester: Benchmarks- Not assessed in trimester 1

Second Trimester: Benchmarks	
Making Limited Progress (L)	Unable to participate in shared research and writing projects.
Consistently Making Progress (C)	Requires teacher prompting and support to participate in shared research and writing projects. Recalls/shares information from personal experiences that is irrelevant to topic. Has difficulty gathering relevant information from provided resources. Requires teacher prompting and support to work collaboratively with peers to discuss, plan, observe, represent, or present information.
Meeting Standard (M)	Participates in shared research and writing projects. Takes part in class discussions to share and gather information. Recalls and shares information relevant to topic at hand from experiences; gathers information from provided resources to answer a question. Works collaboratively to plan, observe, record, represent and present information.
Exceeded Standard (E)	Independently researches and writes reports on topic. Applies relevant background information and independently gathers resources to answer a given question or one of his/her own.

GRADE 2 ELA RUBRIC

Third Trimester: Benchmarks	
Making Limited Progress (L)	Unable to participate in shared research and writing projects.
Consistently Making Progress (C)	Requires teacher prompting and support to participate in shared research and writing projects. Recalls/shares information from personal experiences that is irrelevant to topic. Has difficulty gathering relevant information from provided resources. Requires teacher prompting and support to work collaboratively with peers to discuss, plan, observe, represent, or present information.
Meeting Standard (M)	Participates in shared research and writing projects. Takes part in class discussions to share and gather information. Recalls and shares information relevant to topic at hand from experiences; gathers information from provided resources to answer a question. Works collaboratively to plan, observe, record, represent and present information.
Exceeded Standard (E)	Independently researches and writes reports on topic. Applies relevant background information and independently gathers resources to answer a given question or one of his/her own.

Writing
Essential Standard: Edits, revises and publishes writing in variety of formats

STANDARDS ADDRESSED:

- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- b. Demonstrate the ability to choose and use appropriate vocabulary
- 2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

First Trimester: Benchmarks	
Making Limited Progress (L)	Given teacher support (teacher modeling, graphic organizers, work banks) writing evidences little or no focus on a topic, given specific focus corrections, rubrics, and teacher modeling (think alouds) student is unable to evaluate writing for editing or revision
Consistently Making Progress (C)	Requires adult support to focus topic, edit, and revise. Unable to peer edit.
Meeting Standard (M)	With support from adults and or peers, focuses on a topic and edits and revises to improve writing as needed. Sometimes able to provide feedback to peers on targeted areas of writing (focus correction areas)
Exceeded Standard (E)	Independently focuses on a topic and edits and revises writing. Collaborates and provides feedback to peers on targeted area of writing (focus correction areas)

GRADE 2 ELA RUBRIC

Second Trimester: Benchmarks	
Making Limited Progress (L)	Given teacher support (teacher modeling, graphic organizers, work banks) writing evidences little or no focus on a topic, given specific focus corrections, rubrics, and teacher modeling (think alouds) student is unable to evaluate writing for editing or revision
Consistently Making Progress (C)	Requires adult support to focus topic, edit, and revise. Unable to peer edit.
Meeting Standard (M)	With support from adults and or peers, focuses on a topic and edits and revises to improve writing as needed. Sometimes able to provide feedback to peers on targeted areas of writing (focus correction areas)
Exceeded Standard (E)	Independently focuses on a topic and edits and revises writing. Collaborates and provides feedback to peers on targeted area of writing (focus correction areas)

Third Trimester: Benchmarks	
Making Limited Progress (L)	Given teacher support (teacher modeling, graphic organizers, work banks) writing evidences little or no focus on a topic, given rubrics, think aloud, and teacher modeling student is unable to evaluate writing for editing or revision
Consistently Making Progress (C)	Requires extensive adult support to focus topic, edit, and revise. Unable to peer edit. Given adult support has difficulty using digital tools.
Meeting Standard (M)	With support from adults and or peers, focuses on a topic, edits and revises to improve writing as needed. With adult support, uses a variety of digital tools to produce and publish writing
Exceeded Standard (E)	Independently uses a variety of digital tools as appropriate to produce and publish writing.

WRITING
Essential Standard: Demonstrates command of English grammar when writing

STANDARDS ADDRESSED:

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.
- b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

Word Usage

- c. Use collective nouns and frequently occurring irregular plural nouns.
- d. Use reflexive pronouns.
- e. Form and use the past tense of frequently occurring irregular verbs.

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no evidence of correct grammar usage when writing
Consistently Making Progress (C)	Requires prompting and support to write with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Meeting Standard (M)	Independently writes correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Exceeded Standard (E)	Produces more complex sentences using various parts of speech (e.g. adjectives, adverbs, irregular plural nouns, collective nouns) when writing

GRADE 2 ELA RUBRIC

Second Trimester: Benchmarks –	
Making Limited Progress (L)	Unable to write with correct grammar
Consistently Making Progress (C)	Requires prompting and support to write with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Meeting Standard (M)	Independently writes correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences). Able to rearrange and produce compound sentences. Demonstrates appropriate language usage for targeted audience
Exceeded Standard (E)	Produces more complex sentences using various parts of speech in writing (e.g. adjectives, adverbs, irregular plural nouns, collective nouns). Demonstrates appropriate language usage for targeted audience.

Third Trimester: Benchmarks –	
Making Limited Progress (L)	Unable to write with correct grammar
Consistently Making Progress (C)	Requires prompting and support to write with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Meeting Standard (M)	Independently writes with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences). Writes common abbreviations appropriately. Able to rearrange and produce compound sentences. Demonstrates appropriate language usage for targeted audience.
Exceeded Standard (E)	Produces more complex sentences using various parts of speech in writing (e.g. adjectives, adverbs, irregular plural nouns, collective nouns). Writes target abbreviations appropriately. Demonstrates appropriate language usage for targeted audience.

WRITING
Essential Standard: Demonstrates conventions of standard English (e.g. spelling, punctuation, and capitalization) when writing

STANDARDS ADDRESSED:

2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters legibly and fluently.
- b. Capitalize holidays, product names, and geographic names.
- c. Use commas in greetings and closings of letters.
- d. Use an apostrophe to form contractions and frequently occurring possessives.
- e. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).

First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of capitalization, punctuation, and correct spelling when writing.
Consistently Making Progress (C)	Requires support to use capitalization, punctuation and correct spelling when writing. Requires prompts and guidance to use appropriate references.
Meeting Standard (M)	Independently uses capitalization, punctuation, and correct spelling when writing. Consults reference materials when needed to check accuracy.
Exceeded Standard (E)	

GRADE 2 ELA RUBRIC

Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of capitalization, punctuation, and correct spelling when writing.
Consistently Making Progress (C)	Requires support to use capitalization, punctuation and correct spelling when writing. Requires prompts and guidance to use appropriate references.
Meeting Standard (M)	Independently uses capitalization, punctuation, and correct spelling when writing. Consults reference materials when needed to check accuracy.
Exceeded Standard (E)	

Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no understanding of capitalization, punctuation, and correct spelling when writing.
Consistently Making Progress (C)	Requires support to use capitalization, punctuation and correct spelling when writing. Requires prompts and guidance to use appropriate references.
Meeting Standard (M)	Independently uses capitalization, punctuation, and correct spelling when writing. Consults reference materials when needed to check accuracy.
Exceeded Standard (E)	

SPEAKING AND LISTENING

Essential standard: Participate in collaborative conversations with peers and adults

Essential Knowledge Outcome: Students acquire listening skills to comprehend and to use information to express ideas clearly and persuasively in a variety of formats. Students use oral communication skills to discuss knowledgeably, question thoughtfully, and present rationally convincingly.

STANDARDS ADDRESSED:

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

First Trimester: Benchmarks	
Making Limited Progress (L)	Limited participation in collaborative conversations with peers and adults in small or larger groups
Consistently Making Progress (C)	Requires teacher prompting to participate in collaborative conversation with peers in adults in small and larger groups
Meeting Standard (M)	Independently participates in collaborative conversations with peers and adults in larger groups without dominating or avoiding participation and requesting clarification when needed
Exceeded Standard (E)	Initiates collaborative and meaningful conversations with peers and adults in small and large groups without dominating and requesting clarification when needed

Second Trimester: Benchmarks	
Making Limited Progress (L)	Limited participation in collaborative conversations with peers and adults in small or larger groups
Consistently Making Progress (C)	Requires teacher prompting to participate in collaborative conversation with peers in adults in small and larger groups
Meeting Standard (M)	Independently participates in collaborative conversations with peers and adults in larger groups without dominating or avoiding participation and requesting clarification when needed

GRADE 2 ELA RUBRIC

Exceeded Standard (E)	Initiates collaborative and meaningful conversations with peers and adults in small and large groups without dominating and requesting clarification when needed
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Third Trimester: Benchmarks	
Making Limited Progress (L)	Limited participation in collaborative conversations with peers and adults in small or larger groups
Consistently Making Progress (C)	Requires teacher prompting to participate in collaborative conversation with peers in adults in small and larger groups
Meeting Standard (M)	Independently participates in collaborative conversations with peers and adults in larger groups without dominating or avoiding participation and requesting clarification when needed
Exceeded Standard (E)	Initiates collaborative and meaningful conversations with peers and adults in small and large groups without dominating and requesting clarification when needed

SPEAKING AND LISTENING
Essential Standard: Understands a text read aloud by determining and restating key ideas and details

STANDARDS ADDRESSED:

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

First Trimester: Benchmarks	
Making Limited Progress (L)	Little or no evidence of understanding of a text read aloud or information presented orally
Consistently Making Progress (C)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by restating key ideas and details
Meeting Standard (M)	Independently confirms understanding of a text read aloud or information presented orally by restating key ideas and details
Exceeded Standard (E)	Confirms understanding of a text read aloud or information presented orally by inferring key ideas and restating details;

Second Trimester: Benchmarks	
Making Limited Progress (L)	Little or no evidence of understanding of a text read aloud or information presented orally

Consistently Making Progress (C)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by restating key ideas and details
Meeting Standard (M)	Independently confirms understanding of a text read aloud or information presented orally by restating key ideas and details
Exceeded Standard (E)	Analyzes and evaluates key detail in a text

Third Trimester: Benchmarks	
Making Limited Progress (L)	Little or no evidence of understanding of a text read aloud or information presented orally
Consistently Making Progress (C)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by restating key ideas and details
Meeting Standard (M)	Independently confirms understanding of a text read aloud or information presented orally by restating key ideas and details
Exceeded Standard (E)	Analyzes and evaluates key details in a text, both stated and inferred

GRADE 2 ELA RUBRIC

SPEAKING AND LISTENING

Essential Standard: Asks and Answers questions in order to clarify, deepen understanding and/ or gather additional information

STANDARDS ADDRESSED:

S.L. 3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
 2.RL.1/2.RI.1 Ask and answer such questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text

First Trimester: Benchmarks

Making Limited Progress (L)	Very hesitant to ask and answer questions in order to clarify something that is not understood. Unable to expand upon a topic
Consistently Making Progress (C)	Requires teacher prompting to ask and answer questions in order to clarify something that is not understood or elaborate upon a topic
Meeting Standard (M)	Independently asks and answers questions in order to clarify something that is not understood and expands upon a topic
Exceeded Standard (E)	Connects new information and background knowledge to expand and elaborate upon a topic

Second Trimester: Benchmarks

Making Limited Progress (L)	Very hesitant to ask and answer questions in order to clarify something that is not understood. Unable to expand upon a topic
Consistently Making Progress (C)	Requires teacher prompting to ask and answer questions in order to clarify something that is not understood or elaborate upon a topic
Meeting Standard (M)	Independently asks and answers questions in order to clarify something that is not understood and expands upon a topic
Exceeded Standard (E)	Connects new information and background knowledge to expand and elaborate upon a topic

Third Trimester: Benchmarks

Making Limited Progress (L)	Very hesitant to ask and answer questions in order to clarify something that is not understood. Unable to expand upon a topic
Consistently Making Progress (C)	Requires teacher prompting to ask and answer questions in order to clarify something that is not understood or elaborate upon a topic
Meeting Standard (M)	Asks higher level questions of stories, ideas to clarify and/or expand on a topic. Connects new information and background knowledge to elaborate upon a topic.
Exceeded Standard (E)	

SPEAKING AND LISTENING

Essential Standard: Audibly retell and/or create a story using appropriate sentence structure, organization and meaning

STANDARDS ADDRESSED:

2.W.4 Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary
 2.W.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.
 2.W.5 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

First Trimester: Benchmarks

Making Limited Progress (L)	Unable to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner. Communicates using simple phrases or gestures.
Consistently Making Progress (C)	Requires teacher prompting and support to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Meeting Standard (M)	Independently speaks clearly and expresses thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Exceeded Standard (E)	Extends ideas by making connections in expressing thoughts, feelings and ideas in a coherent and organized manner. Adds interesting visual/auditory displays to their product

GRADE 2 ELA RUBRIC

Second Trimester: Benchmarks	
Making Limited Progress (L)	Unable to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner.
Consistently Making Progress (C)	Requires teacher prompting and support to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner. Add appropriate visual/audio displays to their product
Meeting Standard (M)	Independently speaks clearly and expresses thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Exceeded Standard (E)	Extends ideas by making connections in expressing thoughts, feelings and ideas in a coherent and organized manner. Modifies volume, word choice, and pace depending on audience. Adds interesting visual/auditory displays to their product

Third Trimester: Benchmarks	
Making Limited Progress (L)	Unable to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner.
Consistently Making Progress (C)	Requires teacher prompting and support to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Meeting Standard (M)	Independently speaks clearly and expresses thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Exceeded Standard (E)	Extends ideas by making connections in expressing thoughts, feelings and ideas in a coherent and organized manner. Modifies volume, word choice, and pace depending on audience. Adds interesting visual/auditory displays to their product.

SPEAKING AND LISTENING

Essential Standard: Demonstrates command of English grammar when speaking

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or **speaking**; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.
- b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

Word Usage

- c. Use collective nouns and frequently occurring irregular plural nouns.
- d. Use reflexive pronouns.
- e. Form and use the past tense of frequently occurring irregular verbs.

2.L.3 Use knowledge of language and its conventions when writing, **speaking**, reading, or listening.

- a. Compare formal and informal uses of English.

First Trimester: Benchmarks	
Making Limited Progress (L)	Unable to speak with correct grammar
Consistently Making Progress (C)	Requires prompting and support to speak with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Meeting Standard (M)	Independently speaks correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Exceeded Standard (E)	

GRADE 2 ELA RUBRIC

Second Trimester: Benchmarks –	
Making Limited Progress (L)	Unable to speak with correct grammar
Consistently Making Progress (C)	Requires prompting and support to speak with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Meeting Standard (M)	Independently speaks with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences). Able to rearrange and produce compound sentences. Demonstrates understanding and use of language appropriate for targeted audience.
Exceeded Standard (E)	

Third Trimester: Benchmarks –	
Making Limited Progress (L)	Unable to speak with correct grammar
Consistently Making Progress (C)	Requires prompting and support to speak with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Meeting Standard (M)	Independently speaks with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences). Able to rearrange and produce compound sentences. Demonstrates understanding and use of language appropriate for targeted audience.
Exceeded Standard (E)	