

Standards Based Report Card Rubric Second Grade

RL 2.1 & RI 2.1 Ask and answer questions about key details in literary and informational texts

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	(RL) <i>Rarely</i> asks and answers questions when reading or listening to stories (RI) <i>Rarely</i> asks and answers questions when reading or listening to informational texts	(RL) <i>Sometimes</i> asks and answers questions when reading or listening to stories, <i>with limited success</i> (RI) <i>Sometimes</i> asks and answers questions when reading or listening to informational texts, <i>with limited success</i>	(RL) <i>Asks</i> relevant questions and answers questions when reading or listening to stories, <i>with success</i> (RI) <i>Asks and answers</i> questions when reading or listening to informational texts, <i>with success</i>	(RL) <i>Consistently and independently</i> asks and answers questions when reading or listening to stories <i>with great success</i> (RI) <i>Consistently and independently</i> asks and answers questions when reading or listening to informational texts, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 2.2 Recount stories, including key details; demonstrate understanding of the central message or lesson

Marking Period	NS	AS	MS	ES
3rd 4th	<p><i>Rarely demonstrates literal understanding of stories and informational texts</i></p> <p><i>Recounts basic information (one or two facts)</i></p> <p><i>Recountings are simple, demonstrate little understanding of the text</i></p>	<p><i>Sometimes demonstrates literal understanding of stories and informational texts, with limited success</i></p> <p><i>Recounts important information (main idea/random facts)</i></p> <p><i>Recountings demonstrate a partial understanding of the text, with limited success</i></p>	<p><i>Demonstrates literal understanding of stories and informational texts, with success</i></p> <p><i>Recounts important information (main idea and key details)</i></p> <p><i>Recountings demonstrate an understanding of the text, with success</i></p>	<p><i>Consistently and independently demonstrates a strong literal understanding of stories and informational texts, with great success</i></p> <p><i>Recounts important information and adds personal thinking</i></p> <p><i>Recountings demonstrate a thorough literal understanding of the text, with great success</i></p>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RI 2.2 Identify the main topic of a multi-paragraph text and describe how reasons support specific points in the text

Marking Period	NS	AS	MS	ES
3rd 4th	<p><i>Rarely identifies the main topic of a multi-paragraph text</i></p> <p><i>Rarely describes how reasons support specific points in a text</i></p>	<p><i>Sometimes identifies the main topic of a multi-paragraph text, with limited success</i></p> <p><i>Sometimes describes how reasons support specific points in a text, with limited success</i></p>	<p><i>Identifies the main topic of a multi-paragraph text, with success</i></p> <p><i>Describes how reasons support specific points in a text, with success</i></p>	<p><i>Consistently and independently identifies the main topic of a multi-paragraph text, with great success</i></p> <p><i>Consistently describes how reasons support specific points in a text, with great success</i></p>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 2.3 Describe how characters respond to major events

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely describes</i> how characters respond to major events or challenges	<i>Sometimes describes</i> how characters respond to major events or challenges, <i>with limited success</i>	<i>Describes</i> how characters respond to major events or challenges, <i>with success</i>	<i>Consistently describes</i> how characters respond to major events or challenges, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 2.5 Describe the overall structure of a story; understand the purpose of beginning, middle, and end

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p><i>Rarely describes the overall structure of the story</i></p> <p><i>Rarely recounts what happened in the beginning, middle, and end of a story.</i></p>	<p><i>Sometimes describes the overall structure of the story with help and guidance, with limited success</i></p> <p><i>Sometimes recounts what happened in the beginning, middle, and end of a story with help and guidance, with limited success</i></p>	<p><i>Independently describes the overall structure of the story, with success</i></p> <p><i>Independently recounts what happened in the beginning, middle, and end of a story, with success</i></p>	<p><i>Consistently and independently describes the overall structure of the story, with great success</i></p> <p><i>Consistently and independently recounts what happened in the beginning, middle, and end of a story, with great success</i></p>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RI 2.5 Know and use various text features (e.g., captions, bold print, sub-heading and glossaries, etc.)

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p><i>Rarely uses informational text features.</i></p> <p><i>Bold print</i> <i>Subheadings</i> <i>Glossaries</i> <i>Indexes</i> <i>Electronic Menus</i> <i>Icons</i></p>	<p><i>Sometimes uses informational text features, with limited success</i></p> <p><i>Bold print</i> <i>Subheadings</i> <i>Glossaries</i> <i>Indexes</i> <i>Electronic Menus</i> <i>Icons</i></p>	<p><i>Uses informational text features, with success</i></p> <p><i>Bold print</i> <i>Subheadings</i> <i>Glossaries</i> <i>Indexes</i> <i>Electronic Menus</i> <i>Icons</i></p>	<p><i>In above-grade-level texts: consistently and independently uses informational text features with great success</i></p> <p><i>Bold print</i> <i>Subheadings</i> <i>Glossaries</i> <i>Indexes</i> <i>Electronic Menus</i> <i>Icons</i></p>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 2.6 & RI 2.6 Acknowledge differences in the points of view of characters in a story and identify the main purpose of a text

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	(RL) <i>Rarely acknowledges</i> differences in the characters' points of view in a story (RI) <i>Rarely Identifies</i> the author's main purpose of a text (What the author wants to answer, explain, or describe)	(RL) <i>Sometimes acknowledges</i> some differences in the characters' points of view in a story, <i>with limited success</i> (RI) <i>Sometimes identifies</i> the author's main purpose of a text, <i>with limited success</i> (What the author wants to answer, explain, or describe)	(RL) <i>Acknowledges most</i> differences in the characters' points of view in a story, <i>with success</i> (RI) <i>Identifies</i> the author's main purpose of a text, <i>with success</i> (What the author wants to answer, explain, or describe)	(RL) <i>Consistently and independently acknowledges</i> differences in the characters' points of view in a story, <i>with great success</i> (RI) <i>Consistently and independently identifies</i> the author's main purpose of a text, <i>with great success</i> (What the author wants to answer, explain, or describe)

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 2.7 & RI 2.7 Use illustrations in a story or images in a text (diagrams) to demonstrate understanding or clarify text

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p>(RL) <i>Rarely uses</i> illustrations in a story to demonstrate understanding</p> <p>(RI) <i>Rarely uses</i> images (diagrams) to clarify text</p>	<p>(RL) <i>Sometimes uses</i> illustrations in a story to demonstrate understanding, <i>with limited success</i></p> <p>(RI) <i>Sometimes uses</i> images (diagrams) to clarify text, <i>with limited success</i></p>	<p>(RL) <i>Uses illustrations</i> in a story to demonstrate understanding, <i>with success</i></p> <p>(RI) <i>Uses images</i> (diagrams) to clarify text, <i>with success</i></p>	<p>(RL) <i>Consistently and independently uses</i> illustrations in a story to demonstrate understanding, <i>with great success</i></p> <p>(RI) <i>Consistently and independently uses</i> images (diagrams) to clarify text, <i>with great success</i></p>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 2.9 & RI 2.9 Compare and contrast two texts about the same topic or two versions of the same story

Marking Period	NS	AS	MS	ES
3rd 4th	<p>(RL) <i>Rarely compares and contrasts two versions of the same story</i></p> <p>(RI) <i>Rarely compares and contrasts the most important points presented by two texts on the same topic</i></p>	<p>(RL) <i>Sometimes identifies a similarity or a difference in two versions of the same story, with limited success</i></p> <p>(RI) <i>Sometimes compares or contrasts the most important points presented by two texts on the same topic, with limited success</i></p>	<p>(RL) <i>Identifies a similarity and a difference in two versions of the same story, with success</i></p> <p>(RI) <i>Able to compare and contrasts the most important points presented by two texts on the same topic, with success</i></p>	<p>(RL) <i>Consistently and independently identifies similarities or differences in two versions of the same story, with great success</i></p> <p>(RI) <i>Consistently and independently compares and contrasts the most important points presented by two texts on the same topic, with great success</i></p>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RL 2.10 & RI 2.10 Read at Grade Level

Marking Period	NS	AS	MS	ES
1st	G or below	H, I	J, K, L	M or above
2nd	H or below	I, J	K, L	M or above
3rd	I or below	J, K	L, M	N or above
4th	J or below	K, L	M	N or above

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p><i>Rarely applies phonics and word analysis strategies in decoding words</i></p> <p><i>Uses picture clues</i> <i>Re-reads</i> <i>Cross-checks</i> <i>Letter sound clues</i> <i>Self monitors</i> <i>Self corrects</i></p>	<p><i>Sometimes applies phonics and word analysis strategies in decoding words, with limited success</i></p> <p><i>Uses picture clues</i> <i>Re-reads</i> <i>Cross-checks</i> <i>Letter sound clues</i> <i>Self monitors</i> <i>Self corrects</i></p>	<p><i>Applies phonics and word analysis strategies in decoding words, with success</i></p> <p><i>Uses picture clues</i> <i>Re-reads</i> <i>Cross-checks</i> <i>Letter sound clues</i> <i>Self monitors</i> <i>Self corrects</i></p>	<p><i>Consistently and independently applies phonics and word analysis strategies in decoding words, with great success</i></p> <p><i>Uses picture clues</i> <i>Re-reads</i> <i>Cross-checks</i> <i>Letter sound clues</i> <i>Self monitors</i> <i>Self corrects</i></p>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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RF 2.4 Read with Fluency (e.g. accuracy, rate, expression, phrasing)

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely demonstrates fluency</i>	<i>Sometimes reads with fluency, with limited success</i>	<i>Reads with Fluency</i>	<i>Consistently and independently reads with fluency</i>
	<i>Word by word reading</i>	<i>Moderately slow reading in two or three word phrases</i>	<i>Phrased but some rough spots</i>	<i>Smooth reading with a few pauses</i>
	<i>No expression</i>	<i>Some expression</i>	<i>Appropriate expression most of the time</i>	<i>Consistent appropriate expression</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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W 2.1 Write opinion pieces on topics stating opinion, supported by reasons, with linking words, and a conclusion

Marking Period	NS	AS	MS	ES
2nd 3rd 4th	<p><i>Rarely writes opinion pieces</i></p> <p><i>Generates very few ideas</i></p> <p><i>Does not use prewriting strategies taught</i></p> <p><i>There is a beginning with one or two unrelated details</i></p> <p><i>Uses many sentence fragments or run-ons</i></p> <p><i>Uses few basic text features</i></p>	<p><i>Sometimes writes opinion pieces, with limited success</i></p> <p><i>Generates a few ideas from experience</i></p> <p><i>Uses a few prewriting strategies taught</i></p> <p><i>Writing is partially organized with some ideas relevant to the topic</i></p> <p><i>There is a beginning and end with a few details</i></p> <p><i>Uses some simple text features</i></p> <p><i>Some sentences are incomplete or run-on</i></p>	<p><i>Writes opinion pieces, with success</i></p> <p><i>Generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination</i></p> <p><i>Uses some prewriting strategies to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers), as taught</i></p> <p><i>Writing is organized; most ideas are relevant to the topic</i></p> <p><i>There is a clear beginning, middle, and end with related details in each part</i></p> <p><i>Uses target text features (title, pictures, captions, author, page numbers)</i></p> <p><i>Writes complete sentences</i></p>	<p><i>Consistently and independently writes opinion pieces, with great success</i></p> <p><i>Generates and tries out ideas from experience, stories read, informational text, or imagination</i></p> <p><i>Uses prewriting strategies to narrow a topic and to thoroughly plan writing taught</i></p> <p><i>Writing is organized with ideas that are relevant to and support the topic and purpose</i></p> <p><i>There is a well-developed beginning, middle, and end with many relevant details</i></p> <p><i>Uses above-level text features</i></p> <p><i>Writes complete and complex sentences</i></p>

Teacher Notes	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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W 2.2 Write informative/explanatory texts introducing topics, use facts to develop points, and provide a conclusion

Marking Period	NS	AS	MS	ES
1st 3rd 4th	<p><i>Rarely writes informative/explanatory pieces</i></p> <p><i>Generates very few ideas</i></p> <p><i>Does not use prewriting strategies taught</i></p> <p><i>There is a beginning with one or two unrelated details</i></p> <p><i>Uses many sentence fragments or run-ons</i></p> <p><i>Uses few basic text features</i></p>	<p><i>Sometimes writes informative/explanatory pieces, with limited success</i></p> <p><i>Generates a few ideas from experience</i></p> <p><i>Uses a few prewriting strategies taught</i></p> <p><i>Writing is partially organized with some ideas relevant to the topic</i></p> <p><i>There is a beginning and end with a few details</i></p> <p><i>Uses some simple text features</i></p> <p><i>Some sentences are incomplete or run-on</i></p>	<p><i>Writes informative/explanatory pieces, with success</i></p> <p><i>Generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination</i></p> <p><i>Uses some prewriting strategies to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers), as taught</i></p> <p><i>Writing is organized; most ideas are relevant to the topic</i></p> <p><i>There is a clear beginning, middle, and end with related details in each part</i></p> <p><i>Uses target text features (title, pictures, captions, author, page numbers)</i></p> <p><i>Writes complete sentences</i></p>	<p><i>Consistently writes informative/explanatory pieces, with great success</i></p> <p><i>Generates and tries out ideas from experience, stories read, informational text, or imagination</i></p> <p><i>Uses prewriting strategies to narrow a topic and to thoroughly plan writing taught</i></p> <p><i>Writing is organized with ideas that are relevant to and support the topic and purpose</i></p> <p><i>There is a well-developed beginning, middle, and end with many relevant details</i></p> <p><i>Uses above-level text features</i></p> <p><i>Writes complete and complex sentences</i></p>

Teacher Notes	
1st Marking Period	
3rd Marking Period	
4th Marking Period	

Standards Based Report Card Rubric Second Grade

W 2.3 Write narratives with details, temporal words, and closure

Trimester	NS	AS	MS	ES
1st 2nd 4th	<p><i>Rarely writes narrative pieces</i></p> <p><i>Generates very few ideas</i></p> <p><i>Does not use prewriting strategies taught</i></p> <p><i>There is a beginning with one or two unrelated details</i></p> <p><i>Uses many sentence fragments or run-ons</i></p> <p><i>Uses few basic text features</i></p>	<p><i>Sometimes writes narrative pieces, with limited success</i></p> <p><i>Generates a few ideas from experience</i></p> <p><i>Uses a few prewriting strategies taught</i></p> <p><i>Writing is partially organized with some ideas relevant to the topic</i></p> <p><i>There is a beginning and end with a few details</i></p> <p><i>Uses some simple text features</i></p> <p><i>Some sentences are incomplete or run-on</i></p>	<p><i>Writes narrative pieces, with success</i></p> <p><i>Generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination</i></p> <p><i>Uses some pre-writing strategies to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers), as taught</i></p> <p><i>Writing is organized; most ideas are relevant to the topic</i></p> <p><i>There is a clear beginning, middle, and end with related details in each part</i></p> <p><i>Uses target text features (title, pictures, captions, author, page numbers)</i></p> <p><i>Writes complete sentences</i></p>	<p><i>Consistently and independently writes narrative pieces, with great success</i></p> <p><i>Generates and tries out ideas from experience, stories read, informational text, or imagination</i></p> <p><i>Uses prewriting strategies to narrow a topic and to thoroughly plan writing taught</i></p> <p><i>Writing is organized with ideas that are relevant to and support the topic and purpose</i></p> <p><i>There is a well-developed beginning, middle, and end with many relevant details</i></p> <p><i>Uses above-level text features</i></p> <p><i>Writes complete and complex sentences</i></p>

Teacher Notes	
1st/2nd Marking Period	
4th Marking Period	

Standards Based Report Card Rubric Second Grade

W 2.7 Participate in shared research and writing projects

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely participates and contributes in shared research and writing projects</i>	<i>Sometimes participates and contributes in shared research and writing projects, with limited success</i>	<i>Usually participates and contributes in shared research and writing, with success</i>	<i>Consistently and independently participates and contributes in shared research and writing, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

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SL 2.2 Participate in collaborative conversations with peers and groups; Follow agreed upon rules for discussions

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely engages in group discussions</i> <i>Rarely or never follows discussion rules</i>	<i>Sometimes engages in group discussions, with limited success</i> <i>Inconsistently follows discussions rules, with limited success</i>	<i>Engages in group discussions, with success</i> <i>Follows discussion rules, with success</i>	<i>Consistently and independently engages and extends in group discussions, with great success</i> <i>Consistently and independently - effectively follows discussions rules, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

Standards Based Report Card Rubric Second Grade

SL 2.3 Ask and answer questions to gain information, clarify comprehension, and deepen understanding of a topic

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely asks and answers questions to gain information, clarify comprehension, and deepen understanding of a topic</i>	<i>Sometimes asks and answers questions to gain information, clarify comprehension, and deepen understanding of a topic, with limited success</i>	<i>Asks and answers questions to gain information, clarify comprehension, and deepen understanding of a topic, with success</i>	<i>Consistently asks and answers questions to gain information, clarify comprehension, and deepen understanding of a topic, with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

Standards Based Report Card Rubric Second Grade

L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p><i>Rarely applies command of the conventions of grade-level grammar and usage, including:</i></p> <p><i>Uses collective nouns, Irregular plural nouns, reflexive pronouns</i></p> <p><i>Uses past tense of irregular verbs</i></p> <p><i>Uses adjectives and adverbs</i></p> <p><i>Expands simple sentences, and produces compound sentences</i></p>	<p><i>Sometimes applies command of the conventions of grade-level grammar and usage, with limited success, including:</i></p> <p><i>Uses collective nouns, Irregular plural nouns, reflexive pronouns</i></p> <p><i>Uses past tense of irregular verbs</i></p> <p><i>Uses adjectives and adverbs</i></p> <p><i>Expands simple sentences, and produces compound sentences</i></p>	<p><i>Applies command of the conventions of grade-level grammar and usage, with success, including:</i></p> <p><i>Uses collective nouns, Irregular plural nouns, reflexive pronouns</i></p> <p><i>Uses past tense of irregular verbs</i></p> <p><i>Uses adjectives and adverbs</i></p> <p><i>Expands simple sentences, and produces compound sentences</i></p>	<p><i>Consistently and independently applies command of the conventions of grade-level grammar and usage, with great success, including:</i></p> <p><i>Uses collective nouns, Irregular plural nouns, reflexive pronouns</i></p> <p><i>Uses past tense of irregular verbs</i></p> <p><i>Uses adjectives and adverbs</i></p> <p><i>Expands simple sentences, and produces compound sentences</i></p>

Teacher Notes	
1st MP	
2nd MP	
3rd MP	
4th MP	

Standards Based Report Card Rubric Second Grade

L 2.2 Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p><i>Rarely demonstrates command of conventions of Standard English usage including:</i></p> <p><i>Capitalization of holidays, product names, and geographic names</i></p> <p><i>Use of commas in greetings and closings of letters</i></p> <p><i>Use of apostrophes to form contractions and possessives</i></p> <p><i>Consulting reference materials to check and correct spelling</i></p>	<p><i>Sometimes demonstrates command of conventions of Standard English usage, with limited success, including:</i></p> <p><i>Capitalization of holidays, product names, and geographic names</i></p> <p><i>Use of commas in greetings and closings of letters</i></p> <p><i>Use of apostrophes to form contractions and possessives</i></p> <p><i>Consulting reference materials to check and correct spelling</i></p>	<p><i>Demonstrates with success command of conventions of Standard English usage, with success, including:</i></p> <p><i>Capitalization of holidays, product names, and geographic names</i></p> <p><i>Use of commas in greetings and closings of letters</i></p> <p><i>Use of apostrophes to form contractions and possessives</i></p> <p><i>Consulting reference materials to check and correct spelling</i></p>	<p><i>Consistently and independently demonstrates command of conventions of Standard English usage, with great success, including:</i></p> <p><i>Capitalization of holidays, product names, and geographic names</i></p> <p><i>Use of commas in greetings and closings of letters</i></p> <p><i>Use of apostrophes to form contractions and possessives</i></p> <p><i>Consulting reference materials to check and correct spelling</i></p>

Teacher Notes	
1st MP	
2nd MP	
3rd MP	
4th MP	

Standards Based Report Card Rubric Second Grade

L 2.4 Make real life connections among unknown & multiple meaning words acquired through conversation and reading

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<p><i>Rarely able to clarify, using the following strategies, the meaning of unknown or multiple meaning words and phrases:</i></p> <p><i>Context clues</i></p> <p><i>Adding known prefix</i></p> <p><i>Using known root</i></p> <p><i>Knowledge of individual words to predict compound word meaning</i></p> <p><i>Consulting reference materials to clarify word meaning</i></p>	<p><i>Sometimes able to clarify using the following strategies, the meaning of unknown or multiple meaning words and phrases, with limited success:</i></p> <p><i>Context clues</i></p> <p><i>Adding known prefix</i></p> <p><i>Using known root</i></p> <p><i>Knowledge of individual words to predict compound word meaning</i></p> <p><i>Consulting reference materials to clarify word meaning</i></p>	<p><i>Able to clarify using the following strategies, the meaning of unknown or multiple meaning words and phrases, with success:</i></p> <p><i>Context clues</i></p> <p><i>Adding known prefix</i></p> <p><i>Using known root</i></p> <p><i>Knowledge of individual words to predict compound word meaning</i></p> <p><i>Consulting reference materials to clarify word meaning</i></p>	<p><i>Consistently and independently able to clarify using the following strategies, the meaning of unknown or multiple meaning words and phrases, with great success:</i></p> <p><i>Context clues</i></p> <p><i>Adding known prefix</i></p> <p><i>Using known root</i></p> <p><i>Knowledge of individual words to predict compound word meaning</i></p> <p><i>Consulting reference materials to clarify word meaning</i></p>

Teacher Notes	
1st/2nd MP	
3rd/4th MP	

(Combined with L 2.5 & L 2.6)

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L 2.5 Identify real-life connections between words and their use (e.g., figurative language)

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely able</i> to identify real life connections between words and their use.	<i>Sometimes able</i> to identify real life connections between words and their use, <i>with limited success</i>	<i>Able</i> to identify real life connections between words and their use, <i>with success</i>	<i>Consistently able</i> to identify real life connections between words and their use, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

(Combined with L 2.4 & L 2.6)

Standards Based Report Card Rubric Second Grade

L 2.6 Use words and phrases acquired through conversation and reading

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely uses</i> words and phrases when responding to text (e.g., adjectives and adverbs to describe)	<i>Sometimes uses</i> words and phrases when responding to text (e.g., adjectives and adverbs to describe), <i>with limited success</i>	<i>Uses</i> words and phrases when responding to text (e.g., adjectives and adverbs to describe), <i>with success</i>	<i>Consistently and independently</i> uses words and phrases when responding to text (e.g., adjectives and adverbs to describe), <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

(Combined with L 2.4 & L 2.5)