PASD 2nd Grade Report Card Rubric MP 1

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SI	KILLS OF LITERACY			
	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Demonstrates grade level phonological awareness skills	Distinguishes short vowel sounds in spoken single-syllable words.	Distinguishes short vowel sounds in spoken single-syllable words.	Distinguishes short vowel sounds in spoken single-syllable words.	Distinguishes short vowel sounds in spoken single-syllable words.
	Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.	Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.	Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.	Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.
	Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in spoken singlesyllable words.	Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in spoken singlesyllable words.	Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Knows and applies	Knows the spelling-sound	Knows the spelling-sound	Knows the spelling-sound	Knows the spelling-sound
grade level phonics and word analysis skills	correspondences for common consonant digraphs.	correspondences for common consonant digraphs.	correspondences for common consonant digraphs.	correspondences for common consonant digraphs.
	Decodes regularly spelled one-syllable words.	Decodes regularly spelled one-syllable words.	Decodes regularly spelled one- syllable words.	Decodes regularly spelled one-syllable words.
	Recognizes and reads grade- appropriate irregularly spelled words.	Recognizes and reads grade- appropriate irregularly spelled words.	Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	< 50% on Fundations End of Unit Assessments	50% - 70% on Fundations End of Unit Assessments	Recognizes and reads grade- appropriate irregularly spelled words.	Recognizes and reads grade- appropriate irregularly spelled words.
			70% - 90% on Fundations End of Unit Assessments	> 90% on Fundations End of Unit Assessments
Identifies the differences between fiction and nonfiction	Identifies a text as fiction or nonfiction and can give evidence.	Identifies a text as fiction or nonfiction and can give evidence.	Identifies a text as fiction or nonfiction and can give evidence.	Identifies an above grade-level text as fiction or nonfiction and can give evidence.
Reads with accuracy and fluency	Reads grade-level text orally with accuracy, appropriate phrasing, and expression on successive readings.	Reads grade-level text orally with accuracy, appropriate phrasing, and expression on successive readings.	Reads grade-level text orally with accuracy, appropriate phrasing, and expression on successive readings.	Reads above grade-level text orally with accuracy, appropriate phrasing, and expression on successive readings.
	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.	Uses context to confirm or self- correct word recognition and understanding, rereading as necessary.	Uses context to confirm or self- correct word recognition and understanding, rereading as necessary.	Uses context to confirm or self- correct word recognition and understanding, rereading as necessary.
	Scores Intensive on DIBELS 0 – 55 WPM	Scores Strategic on DIBELS 56 – 74 WPM	Scores Benchmark on DIBELS 75 – 90 WPM	Scores greater than Benchmark on DIBELS 90+ WPM

RFA	DING	LITER	ATURE

	1	2	3	4
	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Identifies main ideas/central	Identifies main ideas and	Identifies main ideas and	Identifies main ideas and	Identifies main ideas and details when
message and details when	details when determining	details when determining	details when determining	determining literary elements, retelling,
determining literary elements,	literary elements, retelling, or	literary elements, retelling, or	literary elements, retelling, or	or answering questions about an above
retelling, or answering	answering questions about a	answering questions about a	answering questions about a	grade-level text using text evidence.
questions about a text	grade-level text.	grade-level text.	grade-level text.	B i d i i i
Recognizes the structure and	Recognizes the structure and	Recognizes the structure and	Recognizes the structure and	Recognizes the structure and organization
organization of common types of texts	organization of common types of grade-level texts.	organization of common types of grade-level texts.	organization of common types of grade-level texts with text	of common types of texts with above grade-level text, using text evidence and
of texts	of grade-level texts.	of grade-level texts.	evidence.	rationale.
Compare and contrast the	Compares or contrasts the	Compares and/or contrasts the	Compares and contrasts the	Compares and contrasts the adventures
adventures and experiences of	adventures and experiences of	adventures and experiences of	adventures and experiences of	and experiences of characters in an above
characters in text	characters in grade-level text.	characters in grade-level text.	characters in grade-level text.	grade-level text using text evidence.
Determines meaning and	Determines meaning and	Determines meaning and	Determines meaning and	Determines meaning and appropriately
appropriately uses words,	appropriately uses words,	appropriately uses words,	appropriately uses words,	uses words, phrases, multiple meanings,
phrases, multiple meanings,	phrases, multiple meanings,	phrases, multiple meanings,	phrases, multiple meanings,	and/or new vocabulary through
and/or new vocabulary	and/or new vocabulary	and/or new vocabulary	and/or new vocabulary	interactions with above grade-level text.
through interactions with text	through interactions with	through interactions with	through interactions with	
D 1 1'	grade-level text.	grade-level text.	grade-level text.	D 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Reads literary text proficiently	Reads and comprehends	Reads and comprehends	Reads and comprehends	Reads and comprehends literature on
and independently in the	literature on F&P level F or	literature on F&P level G/H.	literature on F&P level I/J/K.	F&P level L or higher.
second grade text complexity	lower.			
band				

READING INFORMATIONAL TEXT						
Descriptor	Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as	Applies skills more than half of the time (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an	Applies skills a large majority of the time (Performance consistently meets the standards as required for the grade level. The student applies the	4 Exceeds skills expectations a large majority of the time (Performance consistently exceeds the standard required for the grade level. Student		
	required for meeting grade level standards.)	understanding of key concepts, processes, and skills.)	The student applies the key concepts, processes, and skills.)	is able to extend and apply key concepts, processes, and skills.)		
Identifies main ideas and details when retelling, making connections, or	N/A	N/A	N/A	N/A		
answering questions about a text						
Uses text features and search tools to locate key facts or information in a text	N/A	N/A	N/A	N/A		
Identifies similarities in and differences between two texts	N/A	N/A	N/A	N/A		
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	N/A	N/A	N/A	N/A		
Reads informational and non-fiction text proficiently and independently in the second grade text complexity band	N/A	N/A	N/A	N/A		

WRITING AND CONVENTIONS				
	Applies skills less than half of the time	2 Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Writes narrative pieces proficiently	Writes about one small moment using transition words with a beginning, middle, and end. Chooses words which may include: details, talk, and actions.	Writes about one small moment using transition words with a beginning, middle, and end. Chooses words which may include: details, talk, and actions.	Writes about one small moment using transition words with a beginning, middle, and end. Chooses words which may include: details, talk, and actions.	Writes about one small moment using transition words with a clear beginning, middle, and end. Chooses strong words which may include: details, talk, and actions.

^{2&}lt;sup>nd</sup> Grade Report Card Rubric, MP 1 rev. 11/1/2018

Writes informational pieces proficiently	N/A	N/A	N/A	N/A
Participates in individual or shared	N/A	N/A	N/A	N/A
research and writing projects				
Writes opinion pieces proficiently	N/A	N/A	N/A	N/A
Writes poetry proficiently	N/A	N/A	N/A	N/A
Uses grade-level appropriate grammar,	Uses grade-level	Uses grade-level appropriate	Uses grade-level appropriate	Uses above grade-level
capitalization, and punctuation when	appropriate grammar,	grammar, capitalization, and	grammar, capitalization, and	appropriate grammar,
writing	capitalization, and	punctuation when writing.	punctuation when writing.	capitalization, and punctuation
	punctuation when writing.			when writing.
Uses grade-level appropriate spelling	Uses grade-level	Uses grade-level appropriate	Uses grade-level appropriate	Uses above grade-level
	appropriate spelling.	spelling.	spelling.	appropriate spelling.

SPEAKING AND L	ISTENING			
	1 Applies skills less than half of the time	2 Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Engages effectively in a range of collaborative grade- level discussions	Little to no engagement in discussions, is off topic, does not ask or answer questions.	Some engagement in discussions, stays on topic, asks questions or links their comments to the remarks of others.	Actively participates in discussions, asks questions to check understanding, stays on topic or links their comments to the remarks of others.	Actively participates in discussions, asks questions to check understanding, stays on topic, and links their comments to the remarks of others.
Report on a topic/present an opinion to support main ideas with relevant details	Reports/presents knowledge and ideas in a confusing manner with irrelevant details.	Reports/presents knowledge and ideas somewhat clearly with a few relevant details.	Reports/presents knowledge and ideas clearly with relevant details.	Reports/presents knowledge and ideas clearly and on topic with appropriate supporting details.

MATHEMATICS

OPERATIONS				
	1 Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Use place value concepts	Demonstrates place value concepts	Demonstrates place value concepts	Demonstrates place value concepts	Applies knowledge of place value
to represent amounts of	for ones, tens, and hundreds.	for ones, tens, and hundreds.	for ones, tens, and hundreds.	concepts for ones, tens, and
hundreds, tens, and ones and to compare three- digit numbers	Orders AND/OR compares numbers up to 1,000.	Orders AND/OR compares numbers up to 1,000.	Orders AND compares numbers up to 1,000.	hundreds to solve novel problems.
Use place value concepts to read, write and skip count to 1,000	Recognizes and writes whole numbers to 1,000 including skip counting by 1's, 10's, AND 100's.	Recognizes and writes whole numbers to 1,000 including skip counting by 1's, 10's, <u>AND</u> 100's.	Recognizes and writes whole numbers to 1,000 including skip counting by 1's, 10's, <u>AND</u> 100's.	Applies knowledge of place value to 1,000 to solve and extend complex number patterns.
Use place value	Solves addition problems with and	Solves addition problems with and	Solves addition problems with and	Applies place value
understanding and	without regrouping within 1,000.	without regrouping within 1,000.	without regrouping within 1,000.	understanding and properties of
properties of operations to add or subtract within 1,000				operations to add and subtract when solving novel problems.

ALGEBRAIC CONCEPTS							
	1 Applies skills less than half	2 Applies skills more than half of	3 Applies skills a large	4 Exceeds skills expectations a large			
	of the time (Performance is approaching,	the time (Performance demonstrates	majority of the time (Performance consistently	majority of the time (Performance consistently exceeds the			
Descriptor	but not meeting, the benchmarks as required for	progress towards meeting the standard as required for the grade	meets the standards as required for the grade level.	standard required for the grade level. Student is able to extend and apply key			
	meeting grade level standards.)	level. The student is developing an understanding of key concepts,	The student applies the key concepts, processes, and	concepts, processes, and skills.)			
	3	processes, and skills.)	skills.)				
Represent and solve real world problems	Solves real world addition	Solves real world addition	Solves real world addition	Applies addition and/or subtraction			
involving addition and subtraction within	problems with or without	problems with or without	problems with or without	problems to novel and multi-step			
1,000	regrouping within 1,000.	regrouping within 1,000.	regrouping within 1,000.	real-world problems.			

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Use mental strategies to add and subtract	Uses mental strategies to	Uses mental strategies to add	Uses mental strategies to	Applies addition and subtraction
within 20	add and subtract within 20.	and subtract within 20.	add and subtract within 20.	strategies accurately and fluently.
Work with equal groups of objects to	N/A	N/A	N/A	N/A
demonstrate				

GEOMETRY				
	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Analyze and draw two- and three- dimensional shapes when given specific attributes	N/A	N/A	N/A	N/A
Use the understanding of fractions to represent halves, quarters and thirds	N/A	N/A	N/A	N/A

MEASUREMENT, DATA AND PROBABILITY				
Descriptor	1	2	3	4
	Applies skills less	Applies skills more than	Applies skills a large	Exceeds skills
	than half of the	half of the time	majority of the time	expectations a large
	time			majority of the time
		(Performance demonstrates	(Performance	
	(Performance is	progress towards meeting	consistently meets the	(Performance
	approaching, but not	the standard as required for	standards as required	consistently exceeds the
	meeting, the	the grade level. The student	for the grade level.	standard required for
	benchmarks as	is developing an	The student applies the	the grade level. Student
	required for meeting	understanding of key	key concepts,	is able to extend and
	grade level	concepts, processes, and	processes, and skills.)	apply key concepts,
	standards.)	skills.)		processes, and skills.)
Measure and estimate length in standard units and solve problems involving	N/A	N/A	N/A	N/A
measurement of length				
Tell and write time to the nearest 5 minutes using both analog and digital clocks	N/A	N/A	N/A	N/A
Solve real world problems and make change using coins and paper currency with	N/A	N/A	N/A	N/A
appropriate symbols				

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