

PASD 2nd Grade Report Card Rubric MP 1

ENGLISH LANGUAGE ARTS

| FOUNDATIONAL SKILLS OF LITERACY | | | | |
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| Descriptor | 1 Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.) | 2 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 understanding of key concepts, processes, and skills.) | 3 Applies skills a large majority of the time (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.) | 4 Exceeds skills expectations a large majority of the time (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. 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. Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes). | Distinguishes short vowel sounds in spoken single-syllable words. 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. Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes). | Distinguishes short vowel sounds in spoken single-syllable words. 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. Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes). | Distinguishes short vowel sounds in spoken single-syllable words. 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. Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes). |

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

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

| READING INFORMATIONAL TEXT | | | | |
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| Identifies main ideas and details when retelling, making connections, or answering questions about a text | N/A | N/A | N/A | N/A |
| 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 | | | | |
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| 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. |

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

| SPEAKING AND LISTENING | | | | |
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| 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 | | | | |
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| Descriptor | 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 |
| | (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 to represent amounts of hundreds, tens, and ones and to compare three-digit numbers | Demonstrates place value concepts for ones, tens, and hundreds. Orders AND/OR compares numbers up to 1,000. | Demonstrates place value concepts for ones, tens, and hundreds. Orders AND/OR compares numbers up to 1,000. | Demonstrates place value concepts for ones, tens, and hundreds. Orders AND compares numbers up to 1,000. | Applies knowledge of place value concepts for ones, tens, and 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, AND 100's. | Recognizes and writes whole numbers to 1,000 including skip counting by 1's, 10's, AND 100's. | Applies knowledge of place value to 1,000 to solve and extend complex number patterns. |
| Use place value understanding and properties of operations to add or subtract within 1,000 | Solves addition problems with and without regrouping within 1,000. | Solves addition problems with and without regrouping within 1,000. | Solves addition problems with and without regrouping within 1,000. | Applies place value understanding and properties of operations to add and subtract when solving novel problems. |

| ALGEBRAIC CONCEPTS | | | | |
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| | (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.) |
| Represent and solve real world problems involving addition and subtraction within 1,000 | Solves real world addition problems with or without regrouping within 1,000. | Solves real world addition problems with or without regrouping within 1,000. | Solves real world addition problems with or without regrouping within 1,000. | Applies addition and/or subtraction problems to novel and multi-step real-world problems. |

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

| GEOMETRY | | | | |
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| 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 | | | | |
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| Measure and estimate length in standard units and solve problems involving measurement of length | N/A | N/A | N/A | N/A |
| 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 appropriate symbols | N/A | N/A | N/A | N/A |