

# PASD 2<sup>nd</sup> Grade Report Card Rubric MP 3

## ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILLS OF LITERACY				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (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.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (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 long from short vowel sounds in spoken multisyllabic words with different syllable types.  Orally produces two-syllable words by blending sounds (phonemes), including suffixes and R-controlled syllables.  Combines open syllables with closed and vowel-consonant-e syllables; combines r-controlled syllables with other syllable types.  Segments spoken two-syllable words into their complete sequence of individual sounds (phonemes).	Distinguishes long from short vowel sounds in spoken multisyllabic words with different syllable types.  Orally produces two-syllable words by blending sounds (phonemes), including suffixes and R-controlled syllables.  Combines open syllables with closed and vowel-consonant-e syllables; combines r-controlled syllables with other syllable types.  Segments spoken two-syllable words into their complete sequence of individual sounds (phonemes).	Distinguishes long from short vowel sounds in spoken multisyllabic words with different syllable types.  Orally produces two-syllable words by blending sounds (phonemes), including suffixes and R-controlled syllables.  Combines open syllables with closed and vowel-consonant-e syllables; combines r-controlled syllables with other syllable types.  Segments spoken two-syllable words into their complete sequence of individual sounds (phonemes).	Distinguishing long from short vowel sounds in spoken multisyllabic words with different syllable types.  Orally producing two-syllable words by blending sounds (phonemes), including suffixes and R-controlled syllables.  Combining open syllables with closed and vowel-consonant-e syllables; combines r-controlled syllables with other syllable types.  Segmenting spoken two-syllable words into their complete sequence of individual sounds (phonemes).

Knows and applies grade level phonics and word analysis skills	Knows the spelling-sound correspondences for open syllables, closed syllables, vowel-consonant-e syllables and r-controlled syllables.	Knows the spelling-sound correspondences for open syllables, closed syllables, vowel-consonant-e syllables and r-controlled syllables.	Knows the spelling-sound correspondences for open syllables, closed syllables, vowel-consonant-e syllables and r-controlled syllables.	Knows the spelling-sound correspondences for open syllables, closed syllables, vowel-consonant-e syllables and r-controlled syllables.
	Decodes words with open syllables, closed syllables, vowel-consonant-e syllables and r-controlled syllables.	Decodes words with open syllables, closed syllables, vowel-consonant-e syllables and r-controlled syllables.	Decodes words with open syllables, closed syllables, vowel-consonant-e syllables and r-controlled syllables.	Decodes words with open syllables, closed syllables, vowel-consonant-e syllables and r-controlled syllables.
	Recognizes and reads grade-appropriate irregularly spelled words.  < 50% on Foundations End of Unit Assessments	Recognizes and reads grade-appropriate irregularly spelled words.  50% - 70% on Foundations End of Unit Assessments	Recognizes and reads grade-appropriate irregularly spelled words.  70% - 90% on Foundations End of Unit Assessments	Recognizes and reads grade-appropriate irregularly spelled words.  > 90% on Foundations 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 – 75 WPM	Scores Strategic on DIBELS 76 – 94 WPM	Scores Benchmark on DIBELS 95 – 100 WPM	Scores greater than Benchmark on DIBELS 111+

READING LITERATURE				
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.)
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 <b>or</b> contrasts the adventures and experiences of characters in a grade-level text.	Compares <b>and/or</b> contrasts the adventures and experiences of characters in a grade-level text.	Compares <b>and</b> contrasts the adventures and experiences of characters in a grade-level text.	Compares <b>and</b> 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 a grade-level text.	Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with a grade-level text.	Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with a 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 <b>and</b> comprehends literature on F&P level <b>H/I</b> or lower.	Reads <b>and</b> comprehends literature consistently on F&P level <b>J/K</b> .	Reads <b>and</b> comprehends literature consistently on F&P level <b>L/M</b> .	Reads <b>and</b> comprehends literature consistently on F&P level <b>M/N</b> or higher.

READING INFORMATIONAL TEXT				
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.)
Identifies main ideas and details when retelling, making connections, or answering questions about a text	Identifies main ideas and details when retelling, or making connections, or answering questions about a grade-level text.	Identifies main ideas and details when retelling, or making connections, or answering questions about a grade-level text.	Identifies main ideas and details when retelling, or making connections, or answering questions about a grade-level text.	Identifies main ideas and details when retelling, or making connections, or answering questions about an above grade-level text using text evidence.
Uses text features, author's craft, and search tools to locate key facts or information in a text	Uses text features, author's craft, and search tools to locate key facts or information in a grade-level text.	Uses text features, author's craft, and search tools to locate key facts or information in a grade-level text.	Uses text features, author's craft, and search tools to locate key facts or information in a grade-level text.	Uses text features, author's craft, and search tools to locate key facts or information in an above grade-level text.
Identifies similarities in and differences between two texts on the same topic	Identifies similarities in and differences between two grade-level texts on the same topic.	Identifies similarities in and differences between two grade-level texts on the same topic.	Identifies similarities in and differences between two grade-level texts on the same topic.	Identifies similarities in and differences between two above grade-level texts on the same topic.
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 a grade-level text.	Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with a grade-level text.	Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with a grade-level text.	Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with above grade-level text.
Reads informational and non-fiction text proficiently and independently in the second grade text complexity band	Reads <b>and</b> comprehends text on F&P level <b>H/I</b> or lower.	Reads <b>and</b> comprehends text consistently on F&P level <b>J/K</b> .	Reads <b>and</b> comprehends text consistently on F&P level <b>L/M</b> .	Reads <b>and</b> comprehends text consistently on F&P level <b>M/N</b> or higher.

WRITING AND CONVENTIONS				
Descriptor	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
	(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	N/A	N/A	N/A	N/A
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	States opinion in writing and gives one reason. Includes a beginning and ending that convinces the reader of his/her opinion.	States opinion in writing and gives at least two reasons. Includes a beginning and ending that convinces the reader of his/her opinion.	States opinion in writing and gives at least two reasons. Includes a beginning and ending that convinces the reader of his/her opinion.	States opinion in writing and gives more than two reasons. Includes a beginning and ending that convinces the reader of his/her opinion.
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				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (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.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (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	<b>Little to no engagement</b> in discussions, is <b>off topic</b> , does not ask or answer questions.	<b>Some engagement</b> in discussions, stays on topic, asks questions <b>or</b> links their comments to the remarks of others.	<b>Actively participates</b> in discussions, asks questions to check understanding, stays on topic <b>or</b> links their comments to the remarks of others.	<b>Actively participates</b> in discussions, asks questions to check understanding, stays on topic, <b>and</b> 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 <b>confusing</b> manner with irrelevant details.	Reports/presents knowledge and ideas <b>somewhat</b> clearly with a few relevant details.	Reports/presents knowledge and ideas <b>clearly</b> with relevant details.	Reports/presents knowledge and ideas <b>clearly and on topic</b> with appropriate supporting details.

## MATHEMATICS

OPERATIONS					
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (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.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (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 1000 including skip counting by 1's, 10's, <b>AND</b> 100's.	Recognizes and writes whole numbers to 1000 including skip counting by 1's, 10's, <b>AND</b> 100's.	Recognizes and writes whole numbers to 1000 including skip counting by 1's, 10's, <b>AND</b> 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/ subtraction problems with and without regrouping within 1,000.	Solves addition/ subtraction problems with and without regrouping within 1,000.	Solves addition/ subtraction 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				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (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.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (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/ subtraction problems with or without regrouping within 1,000.	Solves real world addition/ subtraction problems with or without regrouping within 1,000.	Solves real world addition/ subtraction problems with or without regrouping within 1,000.	Applies addition and/or subtraction problems to novel and multi-step real-world problems.
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 understanding of multiplication	Demonstrates understanding of multiplication using equal groups and/or skip counting (2, 5, 10).	Demonstrates understanding of multiplication using equal groups and/or skip counting (2, 5, 10).	Demonstrates understanding of multiplication using equal groups and/or skip counting (2, 5, 10).	Applies understanding of multiplication using mental strategies to solve novel problems.

GEOMETRY				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (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.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (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	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (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.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
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	Identifies the values of coins and dollar bills.	Identifies the values of coins and dollar bills.	Identifies the values of coins and dollar bills.	Applies knowledge of values of coins and dollar bills to solve novel problems involving money.
	Adds total value of coins and/or dollar bills.	Adds total value of coins and/or dollar bills.	Adds total value of coins and/or dollar bills.	
	Solves real world problems involving money.	Solves real world problems involving money.	Solves real world problems involving money.	
Represent and interpret data using line plots, picture graphs, and bar graphs	N/A	N/A	N/A	N/A