

### Grade 2 Performance Rubrics: ELA

#### Academic Standards Indicators

EX= Exceeds: Exceeding grade-level standard for trimester

MS= Meets: Meeting grade-level standard for trimester

PR= Progressing: Progressing toward grade-level standard for trimester

NI= Needs Improvement: Demonstrating minimal or no progress and at risk for not meeting grade-level standard for trimester

<b>Reading: Literature - Key Ideas and Details (RL. 2.1, RL.2.5)</b>				
➤ Asks and answers questions and describes how parts of a story evolve using text based evidence.				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to answer questions to demonstrate understanding of key details in a text	Able to answer some questions to demonstrate understanding of key details of a text	Able to answer questions to demonstrate understanding of key details in a text	Able to answer questions to demonstrate a deeper understanding of key details in a text; able to describe how parts of a story evolve
2	Unable to ask and answer questions to demonstrate understanding of key details in a text	Able to answer some questions to demonstrate understanding of key details in a text	Able to ask and answer questions to demonstrate understanding of key details in a text and describe how parts of a story evolve	Able to ask and answer questions to demonstrate a deeper understanding of key details in a text; able to describe how parts of a story evolve
3	Making limited progress	Able to answer some	Able to ask and answer	Able to ask and answer

	asking and answering questions to demonstrate understanding of key details in a text	questions to demonstrate understanding of key details in a text; able to refer to specific details in a story and describe how parts of a story evolve	questions to demonstrate understanding of a text; able to describe how parts of a story evolve	questions to demonstrate a deeper understanding of a text; able to describe how parts of a story evolve
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<b>Reading: Literature - Key Ideas and Details (RL. 2.2, RL.2.3)</b>				
➤ Recounts stories from various genres including theme and characters				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to recount stories and determine theme/central message, lesson, or moral; unable to describe how characters in a story respond to major events and challenges using key details	Able to recount stories and determine theme/central message, lesson, or moral; able to describe how characters in a story respond to some major events and challenges using key details with some accuracy	Able to recount stories and determine theme/central message, lesson, or moral; able to describe how characters in a story respond to major events and challenges using key details with accuracy	Able to recount stories and determine theme/central message, lesson, or moral; able to describe how characters in a story respond to major events and challenges using key details in above grade level text
2	Unable to recount stories and determine theme/central message, lesson, or moral; unable to describe how characters in a story respond to major events and challenges using key details	Able to recount stories and determine theme/central message, lesson, or moral; able to describe how characters in a story respond to some major events and challenges using key details with some	Able to recount stories and determine theme/central message, lesson, or moral; able to describe how characters in a story respond to major events and challenges using key details with accuracy	Able to recount stories and determine theme/central message, lesson, or moral; able to describe how characters in a story respond to major events and challenges using key details in above grade

		accuracy		level text
3	Unable to recount stories and determine theme/central message, lesson, or moral; unable to describe how characters in a story respond to major events and challenges using key details	Able to recount stories and determine theme/central message, lesson, or moral; able to describe how characters in a story respond to some major events and challenges using key details with some accuracy	Able to recount stories and determine theme/central message, lesson, or moral; able to describe how characters in a story respond to major events and challenges using key details with accuracy	Able to recount stories and determine theme/central message, lesson, or moral; able to describe how characters in a story respond to major events and challenges using key details in above grade level text

<b>Reading: Literature (RL.2.9)</b>				
<b>➤ Compares and contrasts two or more versions of the same story</b>				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1				
2	Unable to compare and/or contrast two versions of the same story	Able to compare and/or contrast two versions of the same story with some accuracy	Able to compare and/or contrast two versions of the same story with accuracy	Able to compare and/or contrast two versions of the same story with above grade level text
3	Unable to compare and/or contrast two versions of the same story	Able to compare and/or contrast two versions of the same story with some accuracy	Able to compare and/or contrast two versions of the same story with accuracy	Able to compare and/or contrast two versions of the same story with above grade level text

<b>Reading: Informational (RI. 2.1, RI.2.5)</b>				
➤ Asks and answers questions and knows and uses text features to locate information in a text.				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to answer questions to demonstrate understanding of key details in a text	Able to answer some questions to demonstrate understanding of key details of a text	Able to answer questions to demonstrate understanding of key details in a text	Able to answer questions to demonstrate a deeper understanding of key details in a text; able to describe how parts of a story evolve
2	Unable to ask and answer questions to demonstrate understanding of key details in a text	Able to answer some questions to demonstrate understanding of key details in a text; able to use some text features to locate information in a text	Able to ask and answer questions to demonstrate understanding of key details in a text; able to use most text features to locate information in a text	Able to ask and answer questions to demonstrate a deeper understanding of key details in a text; able to use text features to locate information in a text
3	Making limited progress asking and answering questions to demonstrate understanding of key details in a text	Able to answer some questions to demonstrate understanding of key details in a text; able to use most text features to locate information in a text	Able to ask and answer questions to demonstrate understanding of key details in a text; able to use text features to locate information in a text	Able to ask and answer questions to demonstrate a deeper understanding of key details in a text; able to use text features to locate information in a text

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**Reading: Informational - Key Ideas and Details (RI.2.2, RI.2.3)**

➤ Explains an informational text, using appropriate transitional language, to describe main topic, or sequence

<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to determine the main topic; unable to describe sequence	Able to determine the main topic and the focus of some paragraphs; able to describe parts of the sequence	Able to determine the main topic and the focus of paragraphs; able to describe sequence	Able to determine the main topic and the focus of paragraphs; able to describe sequence in above grade level texts (Based on F&P Expectations)
2	Unable to determine the main topic; unable to describe sequence	Able to determine the main topic and the focus of some paragraphs; able to describe parts of the sequence	Able to determine the main topic and the focus of paragraphs; able to describe sequence	Able to determine the main topic and the focus of paragraphs; able to describe sequence in above grade level texts (Based on F&P Expectations)
3	Unable to determine the main topic; unable to describe sequence	Able to determine the main topic and the focus of some paragraphs; able to describe parts of the sequence	Able to determine the main topic and the focus of paragraphs; able to describe sequence	Able to determine the main topic and the focus of paragraphs; able to describe sequence in above grade level texts (Based on F&P Expectations)

<b>Reading: Informational (RI.2.6)</b>				
<b>➤ Identifies the main purpose of a text, including what the author wants to answer, explain, or describe</b>				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Able to sometimes identify the main purpose of a text, including what the author wants to answer, explain or describe	Able to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Able to identify and explain in-depth the main purpose of a text, including what the author wants to answer, explain, or describe.
2	Unable to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Able to sometimes identify the main purpose of a text, including what the author wants to answer, explain or describe	Able to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Able to identify and explain in-depth the main purpose of a text, including what the author wants to answer, explain, or describe.
3	Unable to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Able to sometimes identify the main purpose of a text, including what the author wants to answer, explain or describe	Able to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Able to identify and explain in-depth the main purpose of a text, including what the author wants to answer, explain, or describe.

<b>Reading: Literature and Informational (RI.2.7, RL2.7)</b>				
➤ Use information gained from illustrations, diagrams, and words to demonstrate understanding				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to use information gained from illustrations (e.g. diagrams) or use text features to clarify a text/demonstrate understanding of its characters, setting, or plot; unable to describe the connections of how reasons support points the author makes	Able to use some information gained from illustrations (e.g. diagrams) or use some text features to clarify a text/demonstrate understanding of its characters, setting, or plot; able to describe some connections of how reasons support points the author makes	Able to use information gained from illustrations (e.g. diagrams) or use some text features to clarify a text/demonstrate understanding of its characters, setting, or plot; able to describe connections of how reasons support points the author makes	Able to use information gained from illustrations (e.g. diagrams) or use some text features to clarify a text/demonstrate understanding of its characters, setting, or plot;; able to describe connections of how reasons support points the author makes in above grade level texts
2	Unable to use information gained from illustrations (e.g. diagrams) or use text features to clarify a text/demonstrate understanding of its characters, setting, or plot; unable to describe the connections of how reasons support points the author makes	Able to use some information gained from illustrations (e.g. diagrams) or use some text features to clarify a text/demonstrate understanding of its characters, setting, or plot; able to describe some connections of how reasons support points the author makes	Able to use information gained from illustrations (e.g. diagrams) or use some text features to clarify a text/demonstrate understanding of its characters, setting, or plot; able to describe connections of how reasons support points the author makes	Able to use information gained from illustrations (e.g. diagrams) or use some text features to clarify a text/demonstrate understanding of its characters, setting, or plot; able to describe connections of how reasons support points the author makes in

				above grade level texts
3	Unable to use information gained from illustrations (e.g. diagrams) or use text features to clarify a text/demonstrate understanding of its characters, setting, or plot; unable to describe the connections of how reasons support points the author makes	Able to use some information gained from illustrations (e.g. diagrams) or use some text features to clarify a text/demonstrate understanding of its characters, setting, or plot; able to describe some connections of how reasons support points the author makes	Able to use information gained from illustrations (e.g. diagrams) or use some text features to clarify a text/demonstrate understanding of its characters, setting, or plot; able to describe connections of how reasons support points the author makes	Able to use information gained from illustrations (e.g. diagrams) or use some text features to clarify a text/demonstrate understanding of its characters, setting, or plot; able to describe connections of how reasons support points the author makes in above grade level texts

<b>Reading: Informational (RI.2.9)</b>				
➤ Compares and contrasts informational text.				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1				
2	Unable to compare and contrast the important points presented by two texts on the same topic	Able to compare and contrast the important points presented by two texts on the same topic	Able to compare and contrast the most important point presented by two texts on the same topic	Able to compare and contrast the most important point presented by more than two texts on the same topic.
3	Unable to compare and contrast the important points presented by two texts on the same topic	Able to compare and contrast the important points presented by two texts on the same topic	Able to compare and contrast the most important point presented by two texts on the same topic	Able to compare and contrast the most important point presented by more than two texts on the same topic.

<b>Writing (W.2.1 - W.2.8)</b> ➤ <b>Follows the structure of the genre</b>				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1				
2	<p>Unable to write opinion pieces</p> <p>Unable to write informative/explanatory texts</p> <p>Unable to write narratives</p>	<p>Able to write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply <b>2</b> reasons for the opinion, and provide <b>little</b> sense of closure</p> <p>Able to write informative/explanatory texts in which they name a topic, supply <b>2</b> facts about the topic, and provide <b>little</b> sense of closure</p> <p>Able to write narratives in which they recount <b>one</b> appropriately sequenced events, include <b>2</b> details regarding what</p>	<p>Able to write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply <b>3</b> reasons for the opinion, and provide <b>some</b> sense of closure</p> <p>Able to write informative/explanatory texts in which they name a topic, supply <b>3</b> facts about the topic, and provide <b>some</b> sense of closure</p> <p>Able to write narratives in which they recount <b>two</b> appropriately sequenced events, include <b>3</b> details regarding what</p>	<p>Able to write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply <b>3 or more</b> reasons and <b>elaborates</b> on them with <b>extensive detail</b>, and provide a <b>clear</b> closure.</p> <p>Able to write informative/explanatory texts in which they name a topic, supply <b>3 or more</b> facts and <b>elaborates</b> on them with <b>extensive detail</b>, and provide a <b>clear</b> closure</p> <p>Able to write narratives in which they recount</p>

		happened, use <b>little</b> temporal words to signal event order, and provide <b>little</b> sense of closure	happened, use <b>some</b> temporal words to signal event order, and provide <b>some</b> sense of closure	<b>two or more</b> appropriately sequenced events, include <b>3 or more</b> details regarding what happened, use <b>many</b> temporal words to signal event order, and provide a <b>clear</b> closure
3	<p>Unable to write opinion pieces</p> <p>Unable to write informative/explanatory texts</p> <p>Unable to write narratives</p>	<p>Able to write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply <b>2</b> reasons for the opinion, and provide <b>little</b> sense of closure</p> <p>Able to write informative/explanatory texts in which they name a topic, supply <b>2</b> facts about the topic, and provide <b>little</b> sense of closure</p> <p>Able to write narratives in which they recount <b>one</b> appropriately sequenced events, include <b>2</b> details</p>	<p>Able to write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply <b>3</b> reasons for the opinion, and provide <b>some</b> sense of closure</p> <p>Able to write informative/explanatory texts in which they name a topic, supply <b>3</b> facts about the topic, and provide <b>some</b> sense of closure</p> <p>Able to write narratives in which they recount <b>two</b> appropriately sequenced events, include <b>3</b> details</p>	<p>Able to write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply <b>3 or more</b> reasons and <b>elaborates</b> on them with <b>extensive detail</b>, and provide a <b>clear</b> closure</p> <p>Able to write informative/explanatory texts in which they name a topic, supply <b>3 or more</b> facts and <b>elaborates</b> on them with <b>extensive detail</b>, and provide a <b>clear</b> closure</p> <p>Able to write narratives</p>

		regarding what happened, use <b>little</b> temporal words to signal event order, and provide <b>little</b> sense of closure	regarding what happened, use <b>some</b> temporal words to signal event order, and provide <b>some</b> sense of closure	in which they recount <b>two or more</b> appropriately sequenced events, include <b>3 or more</b> details regarding what happened, use <b>many</b> temporal words to signal event order, and provide a <b>clear</b> closure
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<b>Speaking &amp; Listening (SL 2.1)</b>				
➤ Participates in classroom discussions appropriately				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to participate in, and follow rules for class discussions	Able to participate in class discussions; some inconsistencies with following rules for class discussion	Able to participate in and follow rules in class discussions	Able to participate in and follow rules for class discussions; able to ask questions to clear up any confusion about the topics under discussion
2	Unable to participate in and follow rules for class discussions; unable to ask questions for clarification	Able to participate in class discussions; some inconsistencies with following rules for class discussions and/or does not ask questions for clarification	Able to participate in and follow rules for class discussions; able to ask questions to clear up any confusion about the topics under discussion	Able to participate in and follow rules for class discussions; able to ask questions to clear up any confusion about the topics under discussion
3	Unable to participate in, and/or follow rules for class discussions; unable to ask questions for clarification	Able to participate in class discussions; some inconsistencies with following rules for discussions and/or does not ask questions for clarification	Able to participate in and follow rules for class discussions; able to ask questions to clear up any confusion about the topics under discussion; able to respond appropriately to others' talk in class conversations	Able to participate in and follow rules for class discussions; able to ask questions to clear up any confusion about the topics under discussion; able to respond appropriately to others' talk in class conversations; input frequently enhances the class discussion

<b>Speaking &amp; Listening (SL 2.4-2.6)</b>				
➤ Retells a fiction or nonfiction selection with appropriate facts and descriptive details				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to retell a fiction or nonfiction selection with facts and details.	Able to retell a fiction or nonfiction selection with some facts and details.	Able to retell a fiction or nonfiction selection with facts and details (read aloud)	Able to retell a fiction or nonfiction selection with facts and details. Make connections between the selection read aloud with another selection presented orally or through other media.
2	Unable to retell a fiction or nonfiction selection with facts and details.	Able to retell a fiction or nonfiction selection with some facts and details.	Able to retell a fiction or nonfiction selection with facts and details (read aloud or orally)	Able to retell a fiction or nonfiction selection with facts and details. Make connections between the selection read aloud with another selection presented orally or through other media.
3	Unable to retell a fiction or nonfiction selection with facts and details.	Able to retell a fiction or nonfiction selection with some facts and details.	Able to retell a fiction or nonfiction selection with facts and details (read aloud, orally, or other forms of media)	Able to retell a fiction or nonfiction selection with facts and details. Make connections between the selection read aloud with another selection presented orally or through other media.

<b>Language</b> (L.2.1., L.2.3.)				
➤ Recognizes and uses parts of speech correctly				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to use parts of speech correctly (nouns, verbs, adjectives, etc.)	Able to use use some parts of speech correctly (nouns, verbs, adjectives, etc.)	Able to use parts of speech correctly. Occasional errors may occur (nouns, verbs, adjectives, etc.)	Able to use parts of speech consistently in writing. Minimal errors occur (nouns, verbs, adjectives, etc.)
2	Unable to use parts of speech correctly (nouns, verbs, adjectives, etc.)	Able to use use some parts of speech correctly (nouns, verbs, adjectives, etc.)	Able to use parts of speech correctly. Occasional errors may occur (nouns, verbs, adjectives, etc.)	Able to use parts of speech consistently in writing. Minimal errors occur (nouns, verbs, adjectives, etc.)
3	Unable to use parts of speech correctly (nouns, verbs, adjectives, etc.)	Able to use use some parts of speech correctly (nouns, verbs, adjectives, etc.)	Able to use parts of speech correctly. Occasional errors may occur (nouns, verbs, adjectives, etc.)	Able to use parts of speech consistently in writing. Minimal errors occur (nouns, verbs, adjectives, etc.)

<b>Language (L.2.2)</b>				
➤ Demonstrates proper usage of capitalization and punctuation				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to use capitalization and punctuation that has been taught in writing (holidays, product names, geographic names, commas in greeting and closing, apostrophes)	Able to use some capitalization and punctuation that has been taught in writing (holidays, product names, geographic names, commas in greeting and closing, apostrophes)	Able to use capitalization and punctuation that has been taught in writing (holidays, product names, geographic names, commas in greeting and closing, apostrophes)	Able to use use grade level capitalization and punctuation practices, including more advanced punctuation that has not been formally taught in the grade level
2	Unable to use capitalization and punctuation that has been taught in writing (holidays, product names, geographic names, commas in greeting and closing, apostrophes)	Able to use some capitalization and punctuation that has been taught in writing (holidays, product names, geographic names, commas in greeting and closing, apostrophes)	Able to use capitalization and punctuation that has been taught in writing (holidays, product names, geographic names, commas in greeting and closing, apostrophes)	Able to use use grade level capitalization and punctuation practices, including more advanced punctuation that has not been formally taught in the grade level
3	Unable to use capitalization and punctuation that has been taught in writing (holidays, product	Able to use some capitalization and punctuation that has been taught in writing (holidays, product	Able to use capitalization and punctuation that has been taught in writing (holidays, product	Able to use use grade level capitalization and punctuation practices, including more advanced punctuation

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	names, geographic names, commas in greeting and closing, apostrophes)	names, geographic names, commas in greeting and closing, apostrophes)	names, geographic names, commas in greeting and closing, apostrophes)	that has not been formally taught in the grade level
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<i>Language</i> (L.2.2, L.2.3) ➤ Spells grade-level words				
<b>Trimester</b>	<b>NI</b>	<b>PR</b>	<b>MS</b>	<b>EX</b>
1	Unable to use learned spelling skills, many errors occur; can not match most heard sounds to letters. Does not use inventive spelling <b>in the Emergent stage of spelling.</b>	Able to use learned spelling skills; occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Emergent stage of spelling.</b>	Able to use learned spelling skills; occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Letter Name stage of spelling.</b>	Able to use learned spelling skills; occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Within Word stage of spelling.</b>
2	Unable to use learned spelling skills, many errors occur; can not match most heard sounds to letters. Does not use inventive spelling <b>in the Emergent stage of spelling.</b>	Able to use learned spelling skills; occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Emergent stage of spelling.</b>	Able to use learned spelling skills; occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Letter Name stage of spelling.</b>	Able to use learned spelling skills; occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Within Word pattern stage of spelling.</b>
3	Able to use learned spelling skills;	Able to use learned spelling skills;	Able to use learned spelling skills;	Able to use learned spelling skills;

	occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Emergent stage of spelling.</b>	occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Letter Name stage of spelling.</b>	occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Within Word pattern stage of spelling.</b>	occasional errors may occur; can match almost all heard sounds to letters- inventive spelling is mostly recognizable <b>in the Syllables and Affixes stage of spelling.</b>
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