

Topic: Key Ideas and Details	
Score	Description: (RL 2.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • develop relevant questions (eg: short answer, inferring questions etc.) • when given higher level questions students can answer appropriately
3	The student will: <ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • who, what, where, when, why, how, key details The student will perform basic processes, such as: <ul style="list-style-type: none"> • generate a question, but not relevant to the key details in the text • answer a question, but not generate
1	No understanding of the standard is demonstrated.

Topic: Key Ideas and Details	
Score	Description: (RL 2.2) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Generate a story of their own with a central lesson or moral. • make a text to self-connection between the moral and a personal experience
3	<p>The student will:</p> <ul style="list-style-type: none"> • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • moral, theme, fables, folktales, central message <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recounts story out of order • recounts the story with unimportant details • recounts the story, but unable to tell the moral or lesson of the story
1	No understanding of the standard is demonstrated.

Topic: Key Ideas and Details	
Score	Description: (RL 2.3) Describe how characters in a story respond to major events and challenges.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Compare how characters in a story respond to major events and challenges.
3	The student will: <ul style="list-style-type: none"> • Describe how characters in a story respond to major events and challenges.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Major events, challenges, characters The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identify major events or challenges but are unable to describe how characters respond
1	No understanding of the standard is demonstrated.

Topic: Craft and Structure	
Score	Description: (RL 2.5) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Generate an alternative beginning/ending • Adding more events • Adding characters
3	The student will: <ul style="list-style-type: none"> • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Beginning, ending, conclusion, structure, events The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identify the beginning or the end • Select unimportant events
1	No understanding of the standard is demonstrated.

Topic: Integration of Knowledge and Ideas	
Score	Description: (RL 2.7) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Using evidence from the text to demonstrate understanding of its characters, setting, or plot.
3	The student will: <ul style="list-style-type: none"> • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Characters, setting, plot, illustrations The student will perform basic processes, such as: <ul style="list-style-type: none"> • Using illustrations or words to demonstrate an understanding of its characters, setting, or plot. (not able to do both)
1	No understanding of the standard is demonstrated.

Topic: Language in Reading: Literature	
Score	Description: (RL 2.11) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Applying the strategies in another content areas
3	The student will: <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • root word, prefix, suffix, compound word, glossary, dictionary The student will perform basic processes, such as: <ul style="list-style-type: none"> • performing at least 1 of the above skills
1	No understanding of the standard is demonstrated.

Topic: Key Ideas and Details	
Score	Description: (RI 2.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Develop relevant questions (eg: short answer, inferring questions etc.) • When given higher level questions students can answer appropriately
3	<p>The student will:</p> <ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Who, what, where, when, why, how, key details <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Ask a question, but not relevant to the key details in the text • Answer a question, but not generate • Verbally answer the question using a question stem
1	No understanding of the standard is demonstrated.

Topic: Key Ideas and Details	
Score	Description: (RI 2.2) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Explain the connection between the topic and the multi-paragraphs main ideas
3	The student will: <ul style="list-style-type: none"> • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Main topic, paragraph, multi-paragraph The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identify topic, but not the main idea • Identify the overall main idea, but not the multi-paragraph main ideas
1	No understanding of the standard is demonstrated.

Topic: Craft and Structure	
Score	Description: (RI 2.4) Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Using evidence from the text to explain the meaning • apply the word or phrase in another context
3	<p>The student will:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Meaning of word, phrases <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases in a text
1	No understanding of the standard is demonstrated.

Topic: Craft and Structure	
Score	Description: (RI 2.5) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Create a text feature for their own text.
3	The student will: <ul style="list-style-type: none"> • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Captions, bold print, headings, glossaries, indexes, electronic menus, icons, text features The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identifying the text features, but unable to explain their purpose • Identify at least three text features
1	No understanding of the standard is demonstrated.

Topic: Foundational Skills - Phonics and Word Recognition	
Score	Description: (RF 2.3) Know and apply grade-level phonics and word analysis skills in decoding words.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Distinguish irregular vowel teams and inconsistent spelling-sound correspondences (e.g, they, enough, of, been, were, said, there)
3	<p>The student will:</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one syllable words. b. Know correspondences for additional common vowel teams (e.g., team). c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller). e. Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). f. Recognize and read grade-appropriate words.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Vowel, consonant, prefix, suffix, syllable, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Demonstrate at least 2 of the word analysis skills
1	No understanding of the standard is demonstrated.

Topic: Foundational Skills - Fluency	
Score	Description: (RF 2.4) Read with sufficient accuracy and fluency to support comprehension.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Consistently reads alternate grade level text fluently, accurately, with expression, self corrects, and comprehends text
3	<p>The student will:</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Fluency, accurate, rate, expression, self-correct, comprehension <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Perform at least 1 subcategory above
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score	Description: W 2.1 – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Introduces the topic that engages the reader • States a persuasive opinion • Supplies multiple reasons to support the opinion and provides examples • Provides an effective closure that links the opinion and the reasons
3	The student will: <ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.
2	The student will perform basic processes, such as: <ul style="list-style-type: none"> • Topic is identifiable • Opinion is unclear • Supplies a reason for the opinion • Supplies reasons that do not relate to the opinion • Provides no sense of closure
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score	Description: W 2.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • introduces a topic that engages the reader • Uses facts and definitions to elaborate points • Provides a concluding statement or section that summarizes the piece • Uses domain specific vocabulary words to describe the topic
3	The student will: <ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2	The student will perform basic processes, such as: <ul style="list-style-type: none"> • topic is clearly identifiable • Uses minimal facts and information to develop points • Provides a sense of a concluding statement or section
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score	Description: W 2.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Recounts multiple events in a longer sequence of time • Includes details to describe actions, thoughts, and feelings of others • Uses time stamps to indicate the sequence of events • Provides an effective closure
3	The student will: <ul style="list-style-type: none"> • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Temporal words (first, then, next, last, after that, finally, etc.), narrative, beginning, middle, end, introduction, closure The student will perform basic processes, such as: <ul style="list-style-type: none"> • Describes narrative with limited details. • Narrative is not in sequential order and/or temporal words are not used. • Narrative is incomplete without a sense of closure.
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score	Description: W 2.10 – Demonstrate command of the conventions of standard English grammar and usage when writing. a. Use collective nouns when writing. b. Form and use frequently-occurring irregular plural nouns (e.g., feet) c. Use reflexive pronouns (e.g., myself) d. Form and use past tense of frequently-occurring irregular verbs (e.g., told). e. Use adjectives and adverbs and choose between them depending on what is to be modified. f. Produce, exp
4	N/A
3	<p>The student will: Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <ul style="list-style-type: none"> • Uses collective nouns • Forms and uses frequently occurring irregular plural nouns (e.g., feet) • Uses reflexive pronouns (e.g., myself) • Forms and uses past tense of frequently occurring irregular verbs (e.g., told) • Uses adjectives and adverbs, and choose between them depending on what is to be modified • Produces, expands, and rearranges complete simple and compound sentences
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Nouns, plural, pronouns, verbs, adjectives, adverbs, simple, compound, sentences <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identifies collective nouns and uses collective nouns inconsistently • Use common nouns, verbs, and pronouns • Struggles to produce, expand, and rearrange complete simple and compound sentences
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score	Description: W 2.11 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently-occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
4	N/A
3	<p>The student will: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently- occurring possessives. • Generalize learned spelling patterns when writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Holidays, commas, greetings, closing, apostrophe, contractions, dictionary <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Inconsistently capitalizes holidays, product names, and geographical names • Describe the difference between common and proper nouns • Improperly uses an apostrophe to form contractions and frequently-occurring possessives • Identifies contractions and possessives • Struggles to write words with learned spelling patterns
1	No understanding of the standard is demonstrated.