

English Language Arts  
Standards-Based Report Card 2023-2024  
**Second Grade**

Scoring Rubric:  
3: Meets expectations  
2: Approaching expectations  
1: Beginning to learn expectations  
Blank: Not assessed  
IE: Insufficient evidence

<b>Reading</b>	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. Retells information from literature to demonstrate understanding (RL.2.2)				
2. Identifies the main idea and supporting details of an informational text (RI.2.2)				
3. Identifies and uses text features to locate key facts (RI.2.5)				
4. Describes character's actions and feelings in literature (RL.2.3)				
5. Uses phonics strategies to decode unknown words (RF.2.3)				
<b>Writing</b>	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. Produces writing that is organized (W.2.1, W.2.2, W.2.3)				
2. Produces writing that is developed (W.2.1, W.2.2, W.2.3)				
3. Produces a variety of complete sentences and uses correct parts of speech (L.2.1, L.2.1.f)				
4. Uses correct capitalization (L.2.2.a)				
5. Uses correct punctuation (L.2.2.b., L.2.2.c)				
6. Uses phonics strategies to spell when writing (L.2.2.d)				

**Second Grade English Language Arts Rubric**

Reading

Standard 1: Retells information from text to demonstrate understanding (RL.2.2)		
	Quarter 1	Quarter 3 & 4
3	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>● retell important story elements and events in sequence (beginning, middle, end)</li> </ul>	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>● retell important story elements and events in sequence (beginning, middle, end)</li> <li>● determine the central message</li> </ul>
2	<p>I can <b>sometimes</b>:</p> <ul style="list-style-type: none"> <li>● retell important story elements and events in sequence (beginning, middle, end)</li> </ul>	<p>I can do <b>one</b> of the following or do both <b>some</b> of the time:</p> <ul style="list-style-type: none"> <li>● retell important story elements and events in sequence (beginning, middle, end)</li> <li>● determine the central message</li> </ul>
1	<p>I <b>need support</b> to retell information from text to demonstrate understanding.</p>	<p>I <b>need support</b> to:</p> <ul style="list-style-type: none"> <li>● retell important story elements and events in sequence (beginning, middle, end)</li> <li>● determine the central message</li> </ul>

Quarter 2	Standard 3: Identifies the main idea and supporting details of a text (RI.2.2)
3	I can <b>independently</b> and <b>consistently</b> : <ul style="list-style-type: none"> <li>● identify the main idea</li> <li>● identify the supporting details from the text</li> </ul>
2	I can do <b>one</b> of the following or do the following <b>some</b> of the time: <ul style="list-style-type: none"> <li>● identify the main idea</li> <li>● identify the supporting details from the text</li> </ul>
1	I <b>need support</b> to identify <ul style="list-style-type: none"> <li>● identify the main idea</li> <li>● identify the supporting details from the text</li> </ul>

Quarter 2	Standard 4: Identifies and uses text features to locate key facts (RI.2.5)
3	I can <b>independently</b> and <b>consistently</b> identify and use various text features (such as, but not limited to: captions, bold print, subheadings, glossary, index) to locate key facts.
2	I can <b>sometimes</b> identify and use various text features (such as, but not limited to: captions, bold print, subheadings, glossary, index) to locate key facts.
1	I <b>need support</b> to identify and use various text features (such as, but not limited to: captions, bold print, subheadings, glossary, index) to locate key facts.

Quarter 3 & 4	Standard 5: Describes character's actions and feelings (RL.2.3)
3	I can <b>independently and consistently</b> : <ul style="list-style-type: none"><li>● describe the character's reaction to the major event/challenge</li><li>● describe how the character's feelings change</li></ul>
2	I can do <b>one</b> of the following or do both <b>some</b> of the time: <ul style="list-style-type: none"><li>● describe the character's reaction to the major event/challenge</li><li>● describe how the character's feelings change</li></ul>
1	I <b>need support</b> to: <ul style="list-style-type: none"><li>● describe the character's reaction to the major event/challenge</li><li>● describe how the character's feelings change</li></ul>

Quarter 1-4	Standard 6: Uses phonics strategies to decode unknown words(RF.2.3)
3	I can <b>independently</b> and <b>consistently</b> use phonics to decode unknown words.
2	I can use phonics to decode unknown words <b>some</b> of the time.
1	I <b>need support</b> to decode unknown words.

## Writing

Standard 1: Produces writing that is organized (W.2.1, W.2.2, W.2.3)			
	Quarter 1: Narrative	Quarter 2: Expository/Informational	Quarter 3: Opinion/Persuasive
3	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>● think about how to write a good beginning and choose a way to start the story</li> <li>● tell the story in order by using words such as <i>when, then, and after</i></li> <li>● choose the action, talk, or feeling that would make a good ending</li> </ul>	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>● introduce a topic</li> <li>● use transition words such as <i>and, also</i></li> <li>● provide a concluding statement or section</li> </ul>	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>● introduce the topic or book by stating my opinion</li> <li>● connect parts of my piece using words such as <i>also, another, and because</i></li> <li>● write a conclusion that reminds the readers of my opinion</li> <li>● produce a piece that has different parts where I write a lot of lines for each part</li> </ul>
2	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>● think about how to write a good beginning and choose a way to start the story</li> <li>● tell the story in order by using words such as <i>when, then, and after</i></li> <li>● choose the action, talk, or feeling that would make a good ending</li> </ul>	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>● introduce a topic</li> <li>● use transition words such as <i>and, also</i></li> <li>● provide a concluding statement or section</li> </ul>	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>● introduce the topic or book by stating my opinion</li> <li>● connect parts of my piece using words such as <i>also, another, and because</i></li> <li>● write a conclusion that reminds the readers of my opinion</li> <li>● produce a piece that has different parts where I write a lot of lines for each part</li> </ul>
1	I <b>need support</b> to produce writing that is organized.	I <b>need support</b> to produce writing that is organized.	I <b>need support</b> to produce writing that is organized.

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Standard 2: Produces writing that is developed (W.2.1, W.2.2, W.2.3)

	Quarter 1: Narrative	Quarter 2: Expository/Informational	Quarter 3: Opinion/Persuasive
3	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>bring the characters to life with details, dialogue and actions</li> <li>use descriptive words that would help the reader picture the story</li> </ul>	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>use different kinds of information in my writing such as facts, definitions, details, steps, and tips</li> <li>include words that show I am an expert on a topic (vocabulary specific to topic)</li> </ul>	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>write at least two reasons to support my opinion and write at least a few sentences about each one</li> <li>choose words that would make readers agree with my opinion</li> </ul>
2	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>bring the characters to life with details, dialogue and actions</li> <li>use descriptive words that would help the reader picture the story</li> </ul>	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>use different kinds of information in my writing such as facts, definitions, details, steps, and tips</li> <li>include words that show I am an expert on a topic (vocabulary specific to topic)</li> </ul>	<p>I can do <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>write at least two reasons to support my opinion and write at least a few sentences about each one</li> <li>choose words that would make readers agree with my opinion</li> </ul>
1	<p>I <b>need support</b> to produce writing that is developed.</p>	<p>I <b>need support</b> to produce writing that is developed.</p>	<p>I <b>need support</b> to produce writing that is developed.</p>

Standard 3: Produces a variety of complete sentences and uses correct parts of speech(L.2.1, L.2.1.f)		
	Quarter 1	Quarters 2 & 3
3	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>write a variety of complete sentences including expanded sentences (L.2.1.f)</li> </ul>	<p>I can <b>independently</b> and <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>write complete simple sentences, complete compound sentences, and write a variety of detailed sentences (L.2.1.f)</li> <li>use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), and adjectives and adverbs (L.2.1)</li> </ul>
2	<p>I can <b>sometimes</b>:</p> <ul style="list-style-type: none"> <li>write a variety of complete sentences including expanded sentences (L.2.1.f)</li> </ul>	<p>I can <b>sometimes</b>:</p> <ul style="list-style-type: none"> <li>write complete simple sentences, complete compound sentences, and write a variety of detailed sentences (L.2.1.f)</li> <li>use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), and adjectives and adverbs (L.2.1)</li> </ul>
1	<p>I <b>need support</b> to produce a variety of complete sentences and use correct parts of speech.</p>	<p>I <b>need support</b> to produce a variety of complete sentences and use correct parts of speech.</p>

Definitions:

- Adverbs – a word or phrase that modifies or qualifies an adjective, verb, or other adverb – they express a relation of place (ex. here, there, everywhere, upstairs), time (now, first, today), circumstance, manner, (ex. quickly, quietly, truthfully), cause, degree (ex. very, almost, quite, only)
- Complete sentence – sentence that has a subject and predicate, that can stand alone and makes sense
- Detailed sentence – sentences with adjectives and adverbs (ex. He went to the shoe shop to buy tennis shoes. The man ate a fat sandwich and chips.)
- Predicate – part of the sentence that tells what the subject does or is
- Simple sentence – has a subject and predicate (ex. He went to the shop. The man ate a sandwich).
- Subject – the who or what



Standard 4: Uses correct capitalization (L.2.2.a)

	Quarter 1	Quarters 2, 3, and 4
3	I can <b>independently</b> and <b>consistently</b> capitalize: <ul style="list-style-type: none"><li>● first word in a sentence</li><li>● the word I</li><li>● names of people</li><li>● dates</li></ul>	I can <b>independently</b> and <b>consistently</b> capitalize: <ul style="list-style-type: none"><li>● first word in a sentence</li><li>● the word I</li><li>● dates</li><li>● <b>proper nouns</b></li></ul>
2	I can <b>sometimes</b> capitalize: <ul style="list-style-type: none"><li>● first word in a sentence</li><li>● the word I</li><li>● names of people</li><li>● dates</li></ul>	I can capitalize <b>some</b> of the following or capitalize the following <b>some</b> of the time: <ul style="list-style-type: none"><li>● first word in a sentence</li><li>● the word I</li><li>● dates</li><li>● <b>proper nouns</b></li></ul>
1	I <b>need support</b> to use correct capitalization.	I <b>need support</b> to use correct capitalization.

Standard 5: Uses correct punctuation (L.2.2.b., L.2.2.c)

	Quarters 1 & 2	Quarter 3	Quarter 4
3	<p>I can <b>independently</b> and <b>consistently</b> use correct:</p> <ul style="list-style-type: none"> <li>● end marks</li> <li>● commas in a series</li> <li>● commas in dates</li> <li>● <b>apostrophes in possessives</b></li> </ul>	<p>I can <b>independently</b> and <b>consistently</b> use correct:</p> <ul style="list-style-type: none"> <li>● end marks</li> <li>● commas in a series</li> <li>● commas and dates</li> <li>● apostrophes in possessives</li> <li>● <b>commas in greetings and closings of letters</b></li> </ul>	<p>I can <b>independently</b> and <b>consistently</b> use correct:</p> <ul style="list-style-type: none"> <li>● end marks</li> <li>● commas in a series</li> <li>● commas in dates</li> <li>● apostrophes in possessives</li> <li>● commas in greetings and closings of letters</li> <li>● <b>apostrophes in contractions</b></li> </ul>
2	<p>I can use <b>some</b> of the following or use all <b>some</b> of the time:</p> <ul style="list-style-type: none"> <li>● end marks</li> <li>● commas in a series</li> <li>● commas in dates</li> <li>● <b>apostrophes in possessives</b></li> </ul>	<p>I can use <b>some</b> of the following or use all <b>some</b> of the time:</p> <ul style="list-style-type: none"> <li>● end marks</li> <li>● commas in a series</li> <li>● commas and dates</li> <li>● apostrophes in possessives</li> <li>● <b>commas in greetings and closings of letters</b></li> </ul>	<p>I can use <b>some</b> of the following or use all <b>some</b> of the time:</p> <ul style="list-style-type: none"> <li>● end marks</li> <li>● commas in a series</li> <li>● commas in dates</li> <li>● apostrophes in possessives</li> <li>● commas in greetings and closings of letters</li> <li>● <b>apostrophes in contractions</b></li> </ul>
1	<p>I <b>need support</b> to use correct punctuation.</p>	<p>I <b>need support</b> to use correct punctuation.</p>	<p>I <b>need support</b> to use correct punctuation.</p>

Quarters 1-4	Standard 6: Uses phonics strategies to spell when writing (L.2.2.d)
3	I can <b>independently</b> and <b>consistently</b> use taught phonetic spelling rules in my writing as well as spelling resources.
2	I can use taught phonetic spelling rules and spelling resources in my writing some of the time.
1	I <b>need support</b> to use taught phonetic spelling rules when writing.

Assessment - Sunday mastery checks and student writing