

Standards Based Report Card Rubric: 2nd Grade ELA

District SBG Rubric Scale

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Phonics						
Applies phonics knowledge to spell words	<p><u>Essential Standard:</u> 2.2(C) demonstrate and apply spelling knowledge by: (iv) spelling multisyllabic words with multiple sound-spelling patterns</p> <p><u>Bundled TEKS:</u> 2.2(A) (i) 2.2(A) (ii) 2.2(A) (iii) 2.2(A) (iv) 2.2(C) (i) 2.2(C) (ii) 2.2(C) (iii) 2.2(C) (v) 2.2(C) (vi)</p>	<p>The student will be given a list of words to spell based on what they've learned through the Phonics Units of Study.</p> <p>Areas assessed:</p> <ul style="list-style-type: none"> • CVCe Words • Endings • Blends/Digraphs • CVVC Words • Diphthongs • R-controlled vowels <p>Assessment & Directions Teacher version Student version (*These live links will be coming when we receive the Units of Study Phonics for 2nd Grade.)</p>		3 - Mastery The student meets quarterly expectations on all 6 areas assessed.	3 - Mastery The student meets quarterly expectations on all 6 areas assessed.	3 - Mastery The student meets quarterly expectations on all 6 areas assessed.
				2 - Approaching The student meets quarterly expectations on 4-5 areas assessed.	2 - Approaching The student meets quarterly expectations on 4-5 areas assessed.	2 - Approaching The student meets quarterly expectations on 4-5 areas assessed.
				1 - Developing The student meets quarterly expectations on 0-3 areas assessed.	1 - Developing The student meets quarterly expectations on 0-3 areas assessed.	1 - Developing The student meets quarterly expectations on 0-3 areas assessed.

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Reading						
Reads grade appropriate text independently	<u>Essential Standard:</u> 2.5 The student reads grade-level text with fluency and comprehension. (A) self-select text and interact independently with text for increasing periods of time.	The student's reading level will be determined using running records. Guided reading documents Independent Reading Level Benchmarks	3 - Mastery The student reads independently at a Level J or higher.	3 - Mastery The student reads independently at a Level K or higher.	3 - Mastery The student reads independently at a Level L or higher.	3 - Mastery The student reads independently at a Level M or higher.
			2 - Approaching The student reads independently at a Level I .	2 - Approaching The student reads independently at a Level J.	2 - Approaching The student reads independently at a Level K.	2 - Approaching The student reads independently at a Level L.
			1 - Developing The student reads independently at a Level H or below.	1 - Developing The student reads independently at a Level I or below.	1 - Developing The student reads independently at a Level J or below.	1 - Developing The student reads independently at a Level K or below.
Reads independently for increasing periods of time	<u>Essential Standard:</u> 2.5 The student reads grade-level text with fluency and comprehension. (A) self-select text and interact independently with text for increasing periods of time.	<u>Reading behaviors:</u> <ul style="list-style-type: none"> I read the entire time. I respected the readers around me (ex: read quietly, did not talk to others, on-task). I attempted the new reading skill. <u>End of year goal:</u> <ul style="list-style-type: none"> At least 25 minutes Second grade stamina chart Stamina recording sheet	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.	3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.
			2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.	2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.
			1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.	1 - Developing The student consistently demonstrates Level 1 skills on the rubric.

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Applies a variety of comprehension strategies when reading independently	<p><u>Essential Standard:</u> 2.6(l) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and making questions when understanding breaks down with adult assistance.</p> <p><u>Bundled TEKS:</u> 2.6(A) 2.6(B) 2.6(C) 2.6(D) 2.6(E) 2.6(F) 2.6(G) 2.6(H)</p>	<p>The student applies comprehension strategies during independent reading.</p> <p>Comprehension Strategies:</p> <ul style="list-style-type: none"> ● Generate questions about text before, during and after reading ● Make and correct or confirm predictions ● Make connections to personal experiences, ideas in other texts, and society ● Make inferences and use evidence to support understanding ● Evaluate details to determine what is most important ● Monitor comprehension and make adjustments <p>Comprehension Strategies Checklist</p>	<p>3 - Mastery The student applies at least 3 strategies consistently on the checklist.</p>	<p>3 - Mastery The student applies at least 4 strategies consistently on the checklist.</p>	<p>3 - Mastery The student applies at least 5 strategies consistently on the checklist.</p>	<p>3 - Mastery The student applies all 6 strategies consistently on the checklist.</p>
			<p>2 - Approaching The student applies 2 strategies consistently on the checklist.</p>	<p>2 - Approaching The student applies 3 strategies consistently on the checklist.</p>	<p>2 - Approaching The student applies 4 strategies consistently on the checklist.</p>	<p>2 - Approaching The student applies 4 strategies consistently on the checklist.</p>
			<p>1 - Developing The student applies 0-1 strategy consistently on the checklist.</p>	<p>1 - Developing The student applies 0-2 strategies consistently on the checklist.</p>	<p>1 - Developing The student applies 0-3 strategies consistently on the checklist.</p>	<p>1 - Developing The student applies 0-3 strategies consistently on the checklist.</p>

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Responds to text in meaningful ways	<p><u>Essential Standard:</u> 2.7(C) use text evidence to support an appropriate response</p> <p><u>Bundled TEKS:</u> 2.7(A) 2.7(B) 2.7(E) 2.7(F)</p>	<p>The student will be expected to respond to text while reading independently. The response may be through illustrating or writing. The student will be asked to explain their response.</p> <p>Example of response:</p> <p>Reader's Response Notebook with the following:</p> <ul style="list-style-type: none"> • stop and jot writing • post-it notes • writing response <p>Reading Response Rubric</p>	<p>3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.</p>	<p>3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.</p>	<p>3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.</p>	<p>3 - Mastery The student consistently demonstrates Level 3 skills on the rubric.</p>
			<p>2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.</p>	<p>2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.</p>	<p>2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.</p>	<p>2 - Approaching The student consistently demonstrates Level 2 skills on the rubric.</p>
			<p>1 - Developing The student consistently demonstrates Level 1 skills on the rubric.</p>	<p>1 - Developing The student consistently demonstrates Level 1 skills on the rubric.</p>	<p>1 - Developing The student consistently demonstrates Level 1 skills on the rubric.</p>	<p>1 - Developing The student consistently demonstrates Level 1 skills on the rubric.</p>

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Understands characteristics of Narrative Text	<u>Essential Standard:</u> 2.8(C) describe the plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. <u>Bundled TEKS:</u> 2.7(D) 2.8(A) 2.8(B) 2.8(D) 2.9(A) 2.9(B) 2.9(C) 2.9(F)	The student will be assessed during using a narrative text at the student's independent reading level. It does not have to be on-grade level text. Retelling rubric	<p>3 - Mastery The student scores an overall 3-4 on the retelling rubric consistently.</p>	<p>3 - Mastery The student scores an overall 3-4 on the retelling rubric consistently.</p>	<p>3 - Mastery The student scores an overall 3-4 on the retelling rubric consistently.</p>	<p>3 - Mastery The student scores an overall 3-4 on the retelling rubric consistently.</p>
			<p>2 - Approaching The student scores an overall 2 on the retelling rubric consistently.</p>	<p>2 - Approaching The student scores an overall 2 on the retelling rubric consistently.</p>	<p>2 - Approaching The student scores an overall 3 on the retelling rubric consistently.</p>	<p>2 - Approaching The student scores an overall 3 on the retelling rubric consistently.</p>
			<p>1 - Developing The student scores an overall 1 on the retelling rubric consistently.</p>	<p>1 - Developing The student scores an overall 1 on the retelling rubric consistently.</p>	<p>1 - Developing The student scores an overall 1-2 on the retelling rubric consistently.</p>	<p>1 - Developing The student scores an overall 1-2 on the retelling rubric consistently.</p>

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Discusses the author's purpose	<p><u>Essential Standard:</u> 2.10(B) discuss how the use of text structure contributes to the author's purpose</p> <p><u>Bundled TEKS:</u> 2.10(A) 2.10(C) 2.10(D) 2.10(E) 2.10(F)</p>	<p>These skills will be practiced during read aloud with accountable talk. It will be assessed during whole class read alouds and/or during independent reading.</p> <p>Skills:</p> <ul style="list-style-type: none"> • The author's purpose for writing the text • How the use of text structure contributes to the author's purpose • The author's use of print and graphic features to achieve specific purposes • How the author uses words that help the reader visualize <p>Author's purpose checklist</p>	<p>3 - Mastery The student demonstrates at least 1 skill on the checklist.</p>	<p>3 - Mastery The student demonstrates at least 2 skills on the checklist.</p>	<p>3 - Mastery The student demonstrates at least 3 skills on the checklist.</p>	<p>3 - Mastery The student demonstrates all 4 skills on the checklist.</p>
			<p>2 - Approaching The student has some understanding of the author's purpose, but needs lots of adult prompting.</p>	<p>2 - Approaching The student demonstrates 1 skill on the checklist.</p>	<p>2 - Approaching The student demonstrates 2 skills on the checklist.</p>	<p>2 - Approaching The student demonstrates 3 skills on the checklist.</p>
			<p>1 - Developing The student has no understanding of the author's purpose.</p>	<p>1 - Developing The student does not demonstrate any of the skills on the checklist.</p>	<p>1 - Developing The student demonstrates 0-1 skill on the checklist.</p>	<p>1 - Developing The student demonstrates 0-2 skills on the checklist.</p>

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Writing						
Writes Narrative Text (Literary text)	<u>Essential Standard:</u> 2.12(B) compose informational texts, including procedural texts and reports <u>Bundled TEKS:</u> 2.2 (E) 2.11(A) 2.11 (B) (i) (ii) 2.11(C) 2.11(D) (i - xi) 2.11(E)	The student's writing will be assessed using the genre specific rubric. Narrative rubric	3 - Mastery The student scores 27-30 points on the writing rubric.	3 - Mastery The student scores 27-30 points on the writing rubric.		
			2 - Approaching The student scores 20-26 points on the writing rubric.	2 - Approaching The student scores 20-26 points on the writing rubric.		
			1 - Developing The student scores less than 26 points on the writing rubric.	1 - Developing The student scores less than 26 points on the writing rubric.		
Writes Informational Text	<u>Essential Standard:</u> 2.12(B) compose informational texts, including procedural texts and reports <u>Bundled TEKS:</u> 2.2 (E) 2.11(A) 2.11 (B) (i) (ii) 2.11(C) 2.11(D) (i - xi) 2.11(E)	The student will write a nonfiction piece based on their interest. The student's writing will be assessed using the genre specific rubric. Informational rubric		3 - Mastery The student scores 27-30 points on the writing rubric.		
				2 - Approaching The student scores 20-26 points on the writing rubric.		
				1 - Developing The student scores less than 26 points on the writing rubric.		

Report Card Category	Essential Standard(s)	Sample Performance Task	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Writes Persuasive Text	<u>Essential Standard:</u> 2.12(C) compose correspondence such as thank you notes or letters <u>Bundled TEKS:</u> 2.2 (E) 2.11(A) 2.11 (B) (i) (ii) 2.11(C) 2.11(D) (i - xi) 2.11(E) 2.9 (E) (i) (ii)	The student will write a persuasive letter. The student's writing will be assessed using the genre specific rubric. Opinion rubric			3 - Mastery The student scores 27-30 points on the writing rubric.	
					2 - Approaching The student scores 20-26 points on the writing rubric.	
					1 - Developing The student scores less than 26 points on the writing rubric.	
Inquiry & Research						
Follows a research plan: generates questions, gathers information, demonstrates understanding of the topic, and presents the results	<u>Essential Standard:</u> 2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results <u>Bundled TEKS:</u> 2.13(A) 2.13(B) 2.13(C) 2.13(D) 2.13(E) 2.13(F)	The student will learn to write like a scientist. He/she will conduct an experiment to test their hypothesis and write about it. Informational rubric				3 - Mastery The student scores 27-30 points on the writing rubric.
						2 - Approaching The student scores 20-26 points on the writing rubric.
						1 - Developing The student scores less than 26 points on the writing rubric.