

Grade 2 English/Language Arts

Performance Rubric

<i>ELA Content Areas</i>
Reading: Foundational Skills
Reading: Literature
Reading: Informational Text
Writing
Speaking and Listening
Language

Reading: Foundational Skills (RF.2.3)

➤ Know and apply grade-level phonics and word analysis skills in decoding words

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support in knowing and applying grade-level phonics and word analysis skills in decoding words	Making progress with teacher support and/or may be inconsistent in knowing and applying grade-level phonics and word analysis skills in decoding words	Independently able to A. Know spelling-sound correspondences for common vowel teams B. Decode regularly spelled two-syllable words with long vowels C. Decode words with common prefixes and suffixes D. Identify words with inconsistent but common spelling-sound correspondences E. Recognize and read grade-appropriate irregularly spelled words	Independently and consistently able to know and apply above grade-level phonics and word analysis skills in decoding words

Reading: Foundational Skills (RF.2.4)

➤ Read with sufficient accuracy and fluency to support comprehension

Trimester	1: Needs Improvement	2: Progressing	3: Meets	DRA	4: Excels
1-3	Making limited progress with significant teacher support in reading with sufficient accuracy and fluency to support comprehension	Making progress with teacher support and/or may be inconsistent in reading with sufficient accuracy and fluency to support comprehension	Independently reads grade-level text with fluency	Trimester 1	Independently reads above grade-level and complex text with sufficient accuracy and fluency to support comprehension
			A. Read grade-level text with purpose and understanding	20	
			B. Read grade-level text orally with accuracy, appropriate rate, and expression	Trimester 2	
			C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	24	
				Trimester 3	
				28	

Reading: Literature (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

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support in asking and answer questions to demonstrate understanding of key details in a text	Making progress with teacher support and/or may be inconsistent in asking and answer questions to demonstrate understanding of key details in a text	Independently able to <ul style="list-style-type: none">● Create questions about an important idea within the text (using who, what, where when, why, and/or how)● Respond to questions asked to demonstrate understanding of key details● Utilize textual evidence to support thinking when asking and answering general questions	Independently be able to ask and answer questions to demonstrate understanding of key details in an above grade-level or complex text

Reading: Literature (RL.2.2)

- Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support in recounting stories and determining their central message/theme, lesson, or moral	Making progress with teacher support and/or may be inconsistent in recounting stories and determining their central message/theme, lesson, or moral	Independently able to <ul style="list-style-type: none"> Retell and recount stories and determine the central message found in literature from diverse cultures, including folktales and fables Determine what lesson of the story 	Independently be able to recount stories and determine their central message/theme, lesson, or moral in above grade-level or complex text

Reading: Literature (RL.2.3)

➤ Describe how characters in a story respond to major events and challenges using key details

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2	Making limited progress with significant teacher support in using key details to describe how characters in a story respond to major events and challenges	Making progress with teacher support and/or may be inconsistent in using key details to describe how characters in a story respond to major events and challenges	Independently able to <ul style="list-style-type: none">● Identify the characters in the story● Identify key details in the story● Consider how characters are involved in a story● Analyze their reactions to story events● Identify how the characters solve the problem	Independently and consistently able to refer to and use key details in above grade-level or complex text to describe how characters in a story respond to major events and challenges

Reading: Literature (RL.2.4)

- Describe how words and phrases (eg. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support in describing how words and phrases supply rhythm and meaning	Making progress with teacher support and/or may be inconsistent in describing how words and phrases supply rhythm and meaning	Independently able to <ul style="list-style-type: none"> Analyze how words and phrases provide meaning to a poem, story, or song Identify the parts of the poem that rhyme Identify the parts of the poem that show the beat Determine which part shows alliteration Define words and phrases specific to grade 2 	Independently and consistently able to use above grade-level or complex text to describe how words and phrases supply rhythm and meaning

Reading: Literature (RL.2.5)

- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2	Making limited progress with significant teacher support in describing the overall structure of a story	Making progress with teacher support and/or may be inconsistent in describing the overall structure of a story	Independently able to <ul style="list-style-type: none"> Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends Describe the parts of a story (beginning and end) Describe how the parts of the story build from beginning to end 	Independently and consistently demonstrates all criteria of a "Meets" and is able to describe logical relationships between particular sentences and paragraphs in complex text
3				

Reading: Literature (RL.2.6)

- Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2				
3	Making limited progress with significant teacher support in acknowledging differences in points of view of characters	Making progress with teacher support and/or may be inconsistent in acknowledging differences in points of view of characters	Independently able to <ul style="list-style-type: none"> Recognize that characters have different points of view Determine how the characters think/feel about the events Identify any characters that have similar thinking Consider the character's voice when reading out loud Describe why a character has a different point of view in a story 	Independently and consistently demonstrates all criteria of a "Meets" and is able to distinguish his or her own point of view from that of the author, narrator, and characters within grade-level text

Reading: Literature (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

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2	Making limited progress with significant teacher support in using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	Making progress with teacher support and/or may be inconsistent in using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	Independently able to <ul style="list-style-type: none"> Utilize information from illustrations, pictures and words from print or digital text Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot 	Within above grade-level or complex text, independently and consistently refer to and use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
3				

Reading: Literature (RL.2.9)

➤ Compare and contrast two or more versions of the same story by different authors or from different cultures

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support in comparing and contrasting two or more versions of the same story by different authors or from different cultures	Making progress with teacher support and/or may be inconsistent in comparing and contrasting two or more versions of the same story by different authors or from different cultures	Independently able to <ul style="list-style-type: none"> Identify similarities and differences of events in different versions of the same story Identify similarities and differences in characters in different versions of the same story 	Independently and consistently able to demonstrate all of the criteria of a “Meets” in above grade-level or complex text

Reading: Informational Text (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.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Create questions about an important idea within the text (using who, what, where when, why, and/or how)● Respond to questions asked to demonstrate understanding of key details● Utilize textual evidence to support thinking when asking and answering general questions	

Reading: Informational Text (RI.2.1)

- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Demonstrates the ability to independently <ul style="list-style-type: none">● Identify the main idea and overall focus of a multi-paragraph text● Determine the main idea of the text● Determine the important ideas in the text● Determine the details that lead to the main idea	Consistently demonstrates the ability to independently use details to support the main idea when summarizing an appropriately leveled text

Reading: Informational Text (RI.2.3)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none">● Identify how different historical events, scientific ideas, or “how to” procedures link together in a text● Identify text details, events, or ideas that are chronological or sequential● Retell chronological or sequential text details in the appropriate order● Compare and contrast ideas from the text	

Reading: Informational Text (RI.2.4)

- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to Define words and phrases specific to grade 2	I

Reading: Informational Text (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.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support in	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text informationIdentify which text features helps clarify important information about what is being readDetermine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text	Independently and consistently
3				

Reading: Informational Text (RI.2.6)

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to determine the text's main purpose according to what the author wants the reader to know	Independently and consistently
3				

Reading: Informational Text (RI.2.7)

- Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Utilize information from illustrations, diagrams or images from informational text.Explain how illustrations, diagrams or images clarify the text	Independently and consistently able
3				

Reading: Informational Text (RI.2.8)

➤ Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify the main points in a textIdentify reasons that the authors uses to support the main points in a textEvaluate how or why the author uses the reasons to support the main points in a text	Independently and consistently able to

Reading: Informational Text (RI.2.9)

- Compare and contrast the most important points presented by two texts on the same topic.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify the most important points in the textFind similarities and differences in those points when reading texts on the same topic	Independently and consistently able to

Writing (W.2.1)

➤ Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Include an introduction statement● State opinion and reasons that support the opinion● Incorporate simple and compound sentence structures● Use linking words (e.g., because, and, also)● Describe order of events using transition words (e.g. first, next, then, last)● Choose descriptive words that match thinking, feelings, and actions● End with a closing statement	Independently and consistently able to meet most or all components of a “meets” and writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing

Writing (W.2.2)

➤ Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Able to <ul style="list-style-type: none">● Gather facts, choose best facts to use, and present facts in a clear sequence● Include an introductory statement● Describe order of events using transition words (e.g. first, next, then, last)● Incorporate facts and definitions● Use linking words (e.g., because, and, also)● End with a closing statement	Independently and consistently able to meet most or all components of a “meets” and writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing

Writing (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.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Include an introduction statement● Describe order of events using transition words (e.g. first, next, then, last)● Choose descriptive words that match thinking, feelings, and actions● Incorporate simple and compound sentence structures● Use linking words (e.g., because, and, also)● End with a closing statement	Independently and consistently able to meet most or all components of a “meets” and writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing
2-3				

Writing W.4- Begins in 3rd

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3				

Writing (W.2.5)

➤ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support in seeking the guidance of teachers or collaborating with peers to plan, revise, and edit writing	Making progress with teacher support and/or may be inconsistent in working with peers and teachers in order to plan, revise, and edit writing	With designed guidance from peers and teachers, is able to plan, <ul style="list-style-type: none">● Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar● Utilize conferences, checklist sheets, and peer editing● Reflect on writing	Independently plans, makes revisions, and edits writing in a manner that demonstrates an active awareness of how to make improvements

Writing (W.2.6)

➤ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Able to <ul style="list-style-type: none"> ● Publish writing both independently and with peers using digital tools ● Use keyboarding techniques 	Independently

Writing (W.2.7)

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to Understand their role as part of a team and the work they are required to accomplish	

Writing (W.2.8)

➤ Recall information from experiences or gather information from provided sources to answer a question.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">• Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question• Take notes	Independently able to

Speaking and Listening (SL.2.1)

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Is able to <ul style="list-style-type: none">● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).● Build on others' talk in conversations by linking their explicit comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion	Is able to engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly; stay on topic, and link comments to the responses of others

Speaking and Listening (SL.2.2)

➤ Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Able to <ul style="list-style-type: none">● Demonstrate careful listening in order to describe or recount what is heard● Describe key ideas or details from a text or presentation when presented orally	Able to e

Speaking and Listening (SL.2.3)

- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Ask questions about what a speaker is saying to clarify, gather or deepen understandingAnswer questions in order to clarify or gain further information	Independently able to

Speaking and Listening (SL.2.5)

- Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Utilize digital media to enhance ideas for meaningCreate visuals that emphasize chosen facts or details	Independently able to

Speaking and Listening (SL.2.6)

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">• Articulate ideas (both verbally and in writing) using complete sentences and ideas• Provide details or clarifications when speaking as requested	Independently able to
3				

Language (L.2.1)

➤ Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Use collective nouns (e.g., group). B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C. Use reflexive pronouns (e.g., myself, ourselves).	Demonstrates a strong command
2-3			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	

Language (L.2.2)

➤ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Capitalize holidays, product names, and geographic names. E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.	Demonstrates a strong command
2-3			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: 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.g., cage → badge; boy → boil).	

Language (L.2.3)

➤ Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to Compare formal and informal uses of English	Independently able to

Language (L.2.4)

➤ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Use sentence-level context as a clue to the meaning of a word or phrase. D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Demonstrates a strong command
2-3			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	

Language (L.2.5)

➤ Demonstrate understanding of word relationships and nuances in word meanings.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Demonstrates a strong command
2-3			Independently able to demonstrate ability to meet criteria in Trimester 1 and: B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	

Language (L.2.6)

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Show understanding of newly acquired vocabulary (gathered from discussions as well as text)● Make purposeful language choices to communicate in an effective way● Utilize adjectives and adverbs to describe where necessary	Demonstrates a strong command