

Semester ONE Rubric – GRADE 2

Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
A student must be reading at the text level indicated <b>AND</b> demonstrate listed knowledge/skills:				
Quarter Benchmarks	Q1= Level L↑ Q2= Level M↑	Q1= Level J↑ Q2 = Level K↑	Q1 = Level I↑ Q2 = Level J↑	Q1= Level H↓ Q2= Level I↓
Uses a variety of word-solving strategies (meaning, phonics, sentence structure)  (WI A 4.1)	As evidenced in running records, the student: <ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	As evidenced in running records, the student: <ul style="list-style-type: none"> <li>▪ Uses a balance of information (m s v)</li> <li>▪ Uses multiple strategies (attempts)               <ul style="list-style-type: none"> <li>✓ rereading</li> <li>✓ cross-checking cues</li> <li>✓ word chunks</li> <li>✓ letters and sound combinations</li> </ul> </li> <li>▪ Self corrects most errors</li> </ul>	As evidenced in running records, the student: <ul style="list-style-type: none"> <li>▪ Inconsistently demonstrates or has limited understanding of proficient skills</li> <li>▪ Requires teacher help</li> <li>▪ Self corrects errors with teacher prompting</li> </ul>	As evidenced in running records, the student: <ul style="list-style-type: none"> <li>▪ Rarely demonstrates or has little understanding of proficient skills</li> <li>▪ Requires intensive teacher help</li> </ul>
Reads familiar materials aloud with fluency and expression  (WI A 4.1) <b>(with <u>familiar</u> text)</b>	Demonstrates all proficient skills while reading advanced text independently	<ul style="list-style-type: none"> <li>▪ Attends to meaning</li> <li>▪ Often reads in expressive phrases</li> <li>▪ Rereads, word-by-word reading to problem solve</li> <li>▪ Generally attends to punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently understands or applies proficient skills and/or requires teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates little understanding of proficient skills and/or requires intensive teacher help</li> </ul>

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Quarter Benchmarks	Q1= Level L↑ Q2= Level M↑	Q1= Level J↑ Q2 = Level K↑	Q1 = Level I↑ Q2 = Level J↑	Q1= Level H↓ Q2= Level I↓
Applies comprehension strategies to understand a variety of texts (WI A 4.1)	Consistently demonstrates all proficient skills while reading advanced text independently	<ul style="list-style-type: none"> <li>▪ Responses (oral) demonstrate strategy use and clear understanding</li> <li>▪ Demonstrates clear understanding through sequential, detailed retellings</li> <li>▪ Demonstrates comprehension of reading by using strategies such as:                             <ul style="list-style-type: none"> <li>✓ Activating prior knowledge</li> <li>✓ Establishing purpose</li> <li>✓ Making predictions</li> <li>✓ Developing visual images</li> <li>✓ Making inferences based on text information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently understands or applies proficient skills and/or requires teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates little understanding of proficient skills and/or requires intensive teacher help</li> </ul>
Skills not dependent on reading level:				
Listens and responds to literature  <b>Instructional Expectation:</b> Teacher models and provides practice of comprehension strategies; makes connections (text to self, text to text, text to world), questions, visualizes, determines importance, infers, predicts, identifies story elements, synthesizes	<ul style="list-style-type: none"> <li>▪ Independently demonstrates all proficient skills</li> <li>▪ Responses demonstrate exceptional understanding and strategy use</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listens attentively</li> <li>▪ Ignores most distractions</li> <li>▪ Responses, oral and written, demonstrate clear understanding and strategy use (see instructional expectation)</li> <li>▪ Actively participates in literature discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently demonstrates proficient skills and/or requires some teacher help</li> <li>▪ Responses demonstrate partial understanding and strategy use</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely demonstrates proficient skills and requires intensive teacher help</li> <li>▪ Responses demonstrate limited understanding and strategy use</li> </ul>

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Skills not dependent on reading level:				
<p>Selects and reads text independently for a grade-appropriate amount of time (WI A 4.2)</p>	<ul style="list-style-type: none"> <li>▪ Frequently loses self in reading for long periods of time</li> <li>▪ Frequently reads from favorite genres choosing books by author, topic or information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads for 20 minutes (developing reading stamina and skill)</li> <li>▪ Reads from favorite genres choosing books by author, topic or information</li> <li>▪ Chooses appropriately-leveled material for independent reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difficulty maintaining a focus on reading for 20 minutes</li> <li>▪ Some experimentation with different genres</li> <li>▪ Requires some teacher support in choosing appropriately-leveled material for independent reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unable to maintain focus for independent reading</li> <li>▪ Little experimentation with different genres</li> <li>▪ Teacher chooses appropriately-leveled materials for independent reading</li> </ul>