



QUINCY PUBLIC SCHOOLS

Grade Two English Language Arts Grading Rubric

Reading – Foundational Skills

R.F.2.3. Knows and applies grade level phonics and word analysis skills in decoding words.

1	2	3	4
Uses letter/sound relationships, blends sounds to make words, with substantial support.	Blends sounds to make words, uses letter/sound association to decode simple words, recognizes and uses rhyming words, with some teacher support.	Applies appropriate phonics skills by decoding phonetically and accurately one syllable and/or multi-syllabic words.	Student exceeds the standard by consistently using multiple phonics strategies plus self-correction to identify new words.

R.F.2.4 Reads with significant accuracy and fluency to support comprehension.

1	2	3	4
Reads word by word with many miscues and identifies few high frequency words.	Reads in short phrases with some expression, some high frequency words and with some signs of self-monitoring.	Reads grade level text accurately and fluently with appropriate intonation.	Student exceeds the standard by reading above grade-level text fluently and accurately using multiple strategies, expression and voice.

Reading –Literature

R.L. 2.1 Asks and answers questions about key ideas and details in a text.

1	2	3	4
Asks and answers 5 W and how questions with substantial teacher support/prompting.	Asks and answers 5 W and how questions with some teacher prompts.	Asks and answers 5 W and how questions with a few teacher prompts.	Student exceeds the standard by asking and consistently answering 5 W and how questions independently.

R.L. 2.5 Retells stories to include character, setting, and plot.

1	2	3	4
Identifies character and setting, with substantial teacher support.	Identifies character, setting, problem and solution, with some teacher support.	Identifies characters, setting, problem and solution, and plot independently.	Student exceeds the standard by consistently identifying characters, setting, plot, problem and solution, and cause and effect.

R. L. 2.2 Infers key ideas and message themes.

1	2	3	4
Relates implied or inferred information as related to central message, lesson, or moral with substantial teacher support.	Relates implied or inferred information as related to central message, lesson, or moral with some teacher support.	Relates implied or inferred information as related to central message, lesson, or moral.	Student exceeds the standard by consistently using higher level thinking skills to relate implied or inferred information as related to central message, lesson, or moral.

**R. L.2.9 Compares and contrasts important points and key details.
(i.e. character, setting, plot, theme)**

1	2	3	4
Includes little or no details from the text to compare and contrast important points and key details. (1 detail)	Includes some important details from the text to compare and contrast important points and key details. (2 details)	Includes most important details, and some key language or vocabulary from the text to compare and contrast important points and key details. (3 details)	Student exceeds the standard by consistently including important details, and key language or vocabulary from the text to compare and contrast important points and key details. (4 or more details)

Reading – Informational Text

R.I. 2.2 Identifies main topic and focus of a nonfiction text.

1	2	3	4
With substantial teacher support is able to identify the main topic and focus of a given selection.	With some teacher support, is able to identify the main topic and focus of a given selection.	Is able to identify the main topic and focus of a given selection.	Student exceeds the standard by consistently identifying the main topic and focus of a given selection and make text-to-text and real world connections.

R.I. 2.5 Knows and appropriately uses various text features (captions, bold print, subheadings, glossaries, indexes).

1	2	3	4
Identifies and applies common features of nonfiction text, with substantial teacher support.	Applies common features of nonfiction text with some teacher support.	Applies common features of nonfiction text independently.	Student exceeds the standard by applying common features of nonfiction text and makes connections across the curriculum.

Writing

W.2.1-3 Uses a combination of drawing, dictating, and writing for a variety of purposes.

1	2	3	4
Begins to form simple sentences related to a topic, with substantial teacher support.	Begins to form several sentences related to a topic, with some teacher support.	Begins to include descriptive language related to a topic in an organized piece of writing.	Student exceeds the standard by independently writing an organized piece of writing to include purpose, clarity, and details.

W. 2.5 Uses writing process to revise, edit, and strengthen writing pieces.

1	2	3	4
Incorporates teacher-guided revisions and edits into writing, with substantial teacher support.	Incorporates teacher-guided revisions and edits into writing, with some teacher support.	Independently incorporates teacher-guided revisions and edits into writing.	Student exceeds the standard by independently revising and editing work.

W. 2.7 Participates in shared research and writing projects

1	2	3	4
Rarely participates in shared research and writing projects.	Sometimes participates in shared research and writing projects.	Participates in shared research and writing projects.	Student exceeds the standard by participating in shared research and writing projects at an advanced level.

Speaking and Listening

SL 2.1-2.2 Effectively participates in discussions that recount stories, personal experiences, and/or information.

1	2	3	4
Rarely contributes to class discussions, with substantial teacher support.	Sometimes contributes to class discussions, with some teacher support.	Contributes to class discussions.	Student exceeds the standard by contributing to class discussions and making connections between ideas, thoughts or topics.

SL 2.3 Asks and answers questions to deeper understanding of a topic.

1	2	3	4
Rarely asks and answers questions on a given topic to deepen understanding.	Sometimes asks and answers questions on a given topic to deepen understanding.	Asks and answers questions on a given topic to deepen understanding.	Student exceeds the standard by consistently using prior knowledge to deepen understanding and make appropriate connections.

Language

L 2.1 Understands and applies grade appropriate grammar.

1	2	3	4
Rarely applies conventions of grammar.	Sometimes applies conventions of grammar.	Applies conventions of grammar.	Student exceeds the standard by applying conventions of grammar at an advanced level.

L 2.2 Applies grade level spelling, punctuation, and capitalization to written work.

1	2	3	4
Rarely applies spelling, punctuation, and capitalization to written work.	Sometimes applies spelling, punctuation, and capitalization to written work. (with prompting)	Applies spelling, punctuation, and capitalization to written work. (occasional prompting)	Student exceeds the standard by consistently and independently applies spelling, punctuation, and capitalization to all written work.

L 2.4 Acquires and uses grade appropriate vocabulary

1	2	3	4
Rarely uses and applies vocabulary in oral and/or written language.	Sometimes uses and applies vocabulary in oral and/or written language.	Uses and applies vocabulary in oral and written language.	Student exceeds the standard by consistently and independently using and applying grade-level and above vocabulary in oral and written language.