

2nd Grade Reading Rubric – Foundational Skills

Student Name:					Date:				
Teacher Name:									
Reading Skill	Almost Never 1		Rarely 2		Occasionally 3		Frequently 4		Almost Always 5
Phonics and Word Recognition									
3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. (RF.2.3.) (DOK 1,2)									
a. Decode and encode long and short vowels in regularly-spelled one-syllable words.									
b. Decode and encode common vowel teams. With prompting and support, decode and encode additional vowel teams.									
c. Decode and encode regularly spelled two-syllable or multisyllabic words.									
d. Decode and encode words with common prefixes and suffixes.									
e. With prompting and support, decode and encode words with inconsistent but common spelling-sound correspondences.									
f. Read grade-appropriate high frequency words with accuracy and automaticity..									
Fluency									
4. Read with sufficient accuracy and fluency to support comprehension. (RF.2.4.)(DOK 1,2)									
a. Read grade-level text with purpose and understanding.									
b. Use decoding skills to self-correct word recognition, rereading as necessary.									
c. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.									
Writing Foundations									
1. Print independently and legibly for a variety of tasks and purposes. (WF. 2.1) (DOK 1)									
a. Produce manuscript writing with accuracy and automaticity.									
b. Begin to produce cursive writing.									

***Rating Descriptors Operationally Defined:**

Almost Never – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

Rarely – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

Occasionally – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

Frequently – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

Almost Always – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

Date #1:	Baseline Data Sources
Date #2:	Data Sources:
Summary	
Next Steps:	
Date #3:	Data Sources:
Summary:	
Next Steps:	
Date #4:	Data Sources:
Summary	
Next Steps:	
Date #5:	Data Sources:
Summary:	
Next Steps:	
Date #6:	Data Sources:
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Next Steps:	
Date #7:	Data Sources:
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Date #8:	Data Sources:
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Date #9:	Data Sources:
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Date #10:	Data Sources:
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Date #11:	Data Sources:
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Date #12:	Data Sources:
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Date #13:	Data Sources:
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Date #14:	Data Sources:
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Date #15:	Data Sources:
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Next Steps:	
Date #16:	Data Sources:
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Date #17:	Data Sources:
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Next Steps:	
Date #18:	Data Sources:
Summary	
Next Steps:	