2nd Grade Report Card Rubric
Quarter 3

CCSS	Reading Descriptors	Below Standard (1)	Developing towards mastery (2)	Mastery of the Standard (3)
Reading: Foundational Skills				
RF.2.3.F	Read grade level sight words (trick words) with accuracy. 1st Quarter Words: shall, pull, full, both, talk, walk, done, goes, pretty, again, please, animal, sure, use, used, against, knew, know, always, often, once, draw, today, below, sound, myself, letters, sometimes, second, without 2nd Quarter Words: only, house, move, right, place, together, eight, large, change, city, every, family, night, carry, something, world, answer, different, picture, learn, earth, father, brother, mother, children, important, part, beginning, sentence, morning 3rd Quarter Words: great, country, away, America, school, thought, whose, won, son, breakfast, head, ready, favorite, early, ocean, Monday, Tuesday, cousin, lose, tomorrow, beautiful, following, maybe, explain, teacher, between, snowy, points, window, repeat	Identifies 66 or less quarter 1, 2 and 3 sight (trick) words taught.	Identifies 67-89 of quarter 1, 2 and 3 sight (trick) words taught.	Identifies all 90 of quarter 1, 2 and 3 sight (trick) words taught.
RF.2.4	Reads grade level text with accuracy, fluency, and expression to support comprehension.	Reads word by word, may not self-correct nor attend to punctuation.	Reads in short phrases most of the time. May have inappropriate pace, tone, or phrasing at times. Attends to most punctuation.	Reads accurately with appropriate pace and meaningful phrasing. Attends to all punctuation.
RF.2.3	Decode words with "glued" sounds Examples: *all, am, an, ang, ing, ong, ung, ank, ink, onk, unk, ild, ind, old, olt, ost* Example Words: *ball, ham, fan, ring*	With prompting and support, unable to apply grade level phonics skills to decode words with glued sounds.	With prompting and support, applies grade level phonics skills to decode words with glued sounds.	Independently applies grade level phonics skills to decode words with glued sounds.

RF.2.3.D	Decode words with prefixes _Taught prefixes_: _mis, un, non, dis, trans_ _Example Words_: _untie, transport, misuse_	With prompting and support, unable to apply grade level phonics skills to decode words with taught prefixes.	With prompting and support, applies grade level phonics skills to decode words with taught prefixes.	Independently applies grade level phonics skills to decode words with taught prefixes.
RF.2.3.D	Decode words with suffixes _Taught suffixes_: _s, es, ed, ing, er, est, **ful, ment, ness, less, able, en, ish, y, ly, ty, ive**_ _Example Words_: _cursive, childish, expandable_	With prompting and support, unable to apply grade level phonics skills to decode words with taught suffixes.	With prompting and support, applies grade level phonics skills to decode words with taught suffixes.	Independently applies grade level phonics skills to decode words with taught suffixes.
RF.2.3.B	Decode words with vowel teams Taught vowel teams: ai, ay, ea, ee, ey, oi, oy, oa, oe, ow, ou, oo, ue, ew Example Words: jeep, bait, boat, chew, glue	With prompting and support, unable to apply grade level phonics skills to decode words with taught vowel teams.	With prompting and support, applies grade level phonics skills to decode words with taught vowel teams.	Independently applies grade level phonics skills to decode words with taught vowel teams.
RF.2.3.E	Decode words with r-controlled vowels. Taught r-controlled vowels: ar, ir, ur, er, or/ore Example Words: car, third, burn, corner	With prompting and support, unable to apply grade level phonics skills to decode words with taught r-controlled vowels.	With prompting and support, applies grade level phonics skills to decode words with taught r-controlled vowels.	Independently applies grade level phonics skills to decode words with r-controlled vowels.
RF.2.3	Distinguish between various syllable types.	With prompting and support, unable to apply grade level phonics skills to distinguish between open, closed, and vowel-consonant-e syllable types.	With prompting and support, applies grade level phonics skills to distinguish between open, closed, and vowel-consonant-e syllable types.	Independently applies grade level phonics skills to distinguish between open, closed, and vowel-consonant-e syllable types.

RF.2.3	Read multisyllabic words by breaking words into syllable types.	With prompting and support, unable to apply grade level phonics skills to blend and read 2-3 syllable words.	With prompting and support, applies grade level phonics skills to blend and read 2-3 syllable words.	Independently applies grade level phonics skills to blend and read 2-3 syllable words.
Reading: Literature and Informational Text				
RI.2.1 and RL.2.1	Ask and answer questions about a text.	Unable to answer questions such as who, what, where, when, why and how to demonstrate limited understanding using key details in a text.	Answers questions such as who, what, where, when, why and how to demonstrate partial understanding using key details in a text.	Answers questions such as who, what, where, when, why and how to demonstrate consistent understanding using key details in a text.
RL.2, RL.3, RL.5, RL.6	Retells a story in sequence including key details	Retell includes: only one or two events, refers to most characters using general pronouns, uses general terms from the text with limited understanding, needing 4 or more teacher questions/ prompts.	Retell includes: some key events in random order, refers to most characters using appropriate pronouns, uses some language/vocabulary from the text, with 2-3 teacher questions/prompts.	Retell includes: key events from the beginning, middle, and end of the story, refers to most characters by name, uses some language/ vocabulary from the text, with no more than 1 teacher questions/prompts.
RL.2.2	Determine the main idea, central message, or moral of a story.	Rarely demonstrates a literal understanding of stories by determining the main idea, central message, or moral.	Sometimes demonstrates a literal understanding of stories by determining the main idea, central message, or moral.	Demonstrates literal understanding of stories by determining the main idea, central message, or moral.
RL2.9 and RI.2.9	Compare and contrast multiple texts on the same topic	Unable to compare and contrast a variety of texts.	Identifies a similarity **or** a difference in a variety of texts with support.	Independently identifies a similarity **and** a difference in a variety of texts.
RI.2.2	Identify the main topic of an informational text including specific paragraphs within the text.	Unable to identify the main topic of a multiparagraph text or the focus of specific paragraphs.	With prompting and support, identifies the main topic of a multiparagraph text or the focus of specific paragraphs.	Independently identifies the main topic of a multiparagraph text or the focus of specific paragraphs.

RL.2.10 and RI.2.10	Independent Reading Level (DRA) *DRA scores will be reported as a number on a continuum and not a 3, 2, 1 for this category. This rubric shows where the child's score falls in reference to mastery, progressing towards mastery, and not yet mastered. The DRA (Developmental Reading Assessment) is an individualized reading assessment that enables teachers to evaluate growth in student reading performance over time. The DRA helps teachers to identify students' independent reading level by assessing students' oral reading fluency and comprehension. A student's independent reading level is the level at which he or she can read successfully without assistance from the teacher.	DRA Level 14 or below	DRA Level 16-20	DRA Level 24-34+

CCSS	Writing/Language Descriptors	Below Standard (1)	Developing towards mastery (2)	Mastery of the Standard (3)
L.2.2.D	Demonstrates mastery of phonics patterns and sight words in written work.	With prompting and support, unable to write (encode) taught phonics patterns and sight (trick) words in written work.	With prompting and support, writes (encodes) taught phonics patterns and sight (trick) words in written work.	Independently writes (encodes) taught phonics patterns and sight (trick) words in written work.
L.2.1 and L.2.2	Use proper capitalization, punctuation, and grammar when writing. *Quarter 3 Skills Focus: declarative and interrogative sentences, common and proper nouns, apostrophes, complete sentences, exclamatory and imperative sentences, compound sentences, reflexive pronouns, commas in greetings, closing of letters*	With prompting and support, unable to use proper capitalization, punctuation, and taught grammar skills when writing complete sentences.	With prompting and support, uses proper capitalization, punctuation, and taught grammar skills when writing complete sentences.	Independently uses proper capitalization, punctuation, and taught grammar skills when writing complete sentences.
W.2.1, W.2.2, W.2.3	Organizes and produces a variety of types of writing. *Writing tasks may include: fiction, informative, letter writing, poem, opinion* *Support may include sentence starters, dictation, word banks, word walls, model sentences, peer support.*	When given a writing task, needs individualized prompting and support to write less than 3 sentences on topic. Many errors may be found in sentence structure, capitalization and/or punctuation.	When given a writing task, independently writes at least 3 sentences on topic. Errors may be found in sentence structure, capitalization and/or punctuation. May need prompting and support.	When given a writing task, independently writes 5 or more sentences on topic with appropriate sentence structure, capitalization and punctuation.
W.2.5	Plan, revise, and edit written work with guidance and support.	With guidance and support, unable to edit or revise writing to add details, words, or sentences to strengthen writing.	With guidance and support, occasionally edits and revises writing to add details, words, or sentences to strengthen writing.	With guidance and support, edits and revises writing to add details, words, or sentences to strengthen writing.

CCSS	Math Descriptors	Below Standard (1)	Developing towards mastery (2)	Mastery of the Standard (3)
2.OA.2	Demonstrates addition fact fluency	Unable or rarely able to fluently add within 20 using mental strategies.	Sometimes able to fluently add within 20 using mental strategies. May be inconsistent with addition fluency. May need guidance and support.	Independently able to fluently add within 20 using mental strategies.
2.OA.2	Demonstrates subtraction fact fluency	Unable or rarely able to fluently subtract within 20 using mental strategies.	Sometimes able to fluently subtract within 20 using mental strategies. May be inconsistent with subtraction fluency. May need guidance and support.	Independently able to fluently subtract within 20 using mental strategies.
2.OA.1	Solves one and two step word problems within 100	Unable or rarely able to solve addition word problems within 100 using drawings and equations to represent the problem.	Sometimes able to solve addition word problems within 100 using drawings and equations to represent the problem. May need guidance and support.	Independently able to solve addition word problems within 100 using drawings and equations to represent the problem.
2.MD.10	Use data to draw and analyze a picture and bar graph.	Unable or rarely able to organize, represent, and interpret data from a picture or bar graph. With individual prompting and support, unable to use the information represented to solve a problem.	With prompting and support, able to organize, represent, and interpret data from a picture or bar graph. May need prompting or support to use the information to solve a problem.	Independently able to organize, represent, and interpret data from a picture or bar graph. Independently is able to use the information to solve a problem.
2.NBT.7 2.NBT.8 2.NBT.9	Adds two digit numbers	With individualized prompting and support, unable to use strategies based on place value to fluently add within 100.	Sometimes able to use strategies based on place value to fluently add within 100 with few errors. May need prompting and support.	Independently able to use strategies based on place value to fluently add within 100.

2.NBT.7 2.NBT.8 2.NBT.9	Subtracts two digit numbers	With individualized prompting and support, unable to use strategies based on place value to fluently subtract within 100.	Sometimes able to use strategies based on place value to fluently subtract within 100 with few errors. May need prompting and support.	Independently able to use strategies based on place value to fluently subtract within 100.
2.MD.8	Identifies, counts, and solves word problems with money.	With individualized prompting and support, unable to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Sometimes solves word problems involving dollar bills, quarters, dimes, nickels, and pennies. May need prompting and support.	Independently solves word problems involving dollar bills, quarters, dimes, nickels, and pennies.
2.MD.7	Tells and writes time.	With individualized prompting and support, unable to draw the hour and minute hand to show given time on an analog clock to the nearest minute, tell time to the nearest minute, and distinguish between AM and PM.	May need prompting and support to accurately draw the hour and minute hand to show given time on an analog clock to the nearest minute. May need prompting and support to tell time to the nearest minute on analog and digital clocks. May need prompting and support to distinguish between AM and PM.	Consistently able to accurately draw the hour and minute hand to show a given time on an analog clock to the nearest minute. Independently able to tell time to the nearest minute on analog and digital clocks. Independently able to distinguish between AM and PM.
2.NBT.3	Read and write numbers up to 1000.	With individualized prompting and support, unable to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.	Sometimes able to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form. May need prompting and support.	Independently able to read and write numbers correctly to 1000 using base-ten numerals, number names and expanded form.

2.NBT.4	Use place value to compare three-digit numbers	With individualized prompting and support, unable to compare three digit numbers using >, < and = symbols.	With prompting and support, sometimes able to compare three digit numbers using >, < and = symbols.	Independently able to compare three digit numbers using >, < and = symbols.
2.NBT.7 2.NBT.8 2.NBT.9	Add three digit numbers	With individualized prompting and support, unable to use strategies based on place value and properties of operations to add three digit numbers.	With prompting and support, sometimes able to use strategies based on place value and properties of operations to add three digit numbers.	Independently able to use strategies based on place value and properties of operations to add three digit numbers.
2.NBT.7 2.NBT.8 2.NBT.9	Subtract three digit numbers	With individualized prompting and support, unable to use strategies based on place value and properties of operations to subtract three digit numbers.	With prompting and support, sometimes able to use strategies based on place value and properties of operations to subtract three digit numbers.	Independently able to use strategies based on place value and properties of operations to subtract three digit numbers.