

## 2<sup>nd</sup> Grade Language Rubric

<b>Student Name:</b>					<b>Date:</b>				
<b>Teacher Name:</b>									
Language Skill	Almost Never 1		Rarely 2		Occasionally 3		Frequently 4		Almost Always 5
<b>Conventions of Standard English</b>									
1. <b>Demonstrate</b> command of the conventions of standard English grammar and usage when writing or speaking. <b>(L.2.1.)(DOK 1,2)</b>									
a. <b>Use</b> collective nouns (e.g., <i>group</i> ).									
b. <b>Form</b> and <b>use</b> frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).									
c. <b>Use</b> reflexive pronouns (e.g., <i>myself, ourselves</i> ).									
d. <b>Form</b> and <b>use</b> the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).									
e. <b>Use</b> adjectives and adverbs..									
f. <b>Produce, expand, and rearrange</b> complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).									
2. <b>Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(L.2.2.)(DOK 1,2)</b>									
a. <b>Capitalize</b> holidays, product names, and geographic names.									
b. <b>Use</b> commas in greetings and closings of letters.									
c. <b>Use</b> an apostrophe to form contractions and frequently occurring possessives.									
d. <b>Generalize</b> learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i> ).									
e. <b>Consult</b> reference materials (e.g. beginning dictionaries) as needed, to check and correct spellings.									
<b>Knowledge of Language</b>									
3. <b>Use</b> knowledge of language and its conventions when writing, speaking, reading, or listening. <b>(L.2.3.)(DOK 1,2)</b>									
a. <b>Compare</b> formal and informal uses of English.									

## Vocabulary Acquisition and Use

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. **(L.2.4.)(DOK 2,3)**

a. **Use** sentence-level context as a clue to the meaning of a word or phrase.

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*).

d. **Use** reference materials (e.g., glossaries and beginning dictionaries) to determine or clarify the meaning of words and phrases.

5. **Demonstrate** understanding of word relationships and nuances in word meanings. (L.2.5.)(DOK 2)

a. **Identify** real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

b. **Distinguish** shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

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*).  
**(L.2.6.)(DOK 1,2)**

**\*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:
Summary Next Steps:	
Date #7:	Data Sources:
Summary: Next Steps:	
Date #8:	Data Sources:
Summary Next Steps:	
Date #9:	Data Sources:
Summary: Next Steps:	
Date #10:	Data Sources:
Summary Next Steps:	
Date #11:	Data Sources:
Summary: Next Steps:	
Date #12:	Data Sources:
Summary Next Steps:	
Date #13:	Data Sources:
Summary: Next Steps:	
Date #14:	Data Sources:
Summary Next Steps:	
Date #15:	Data Sources:
Summary: Next Steps:	
Date #16:	Data Sources:
Summary Next Steps:	
Date #17:	Data Sources:
Summary: Next Steps:	
Date #18:	Data Sources:
Summary Next Steps:	