

Semester ONE Rubric – GRADE 2

Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Listens and responds to literature</p> <p>Instructional Expectation: 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</p>	<ul style="list-style-type: none"> ▪ Independently demonstrates all proficient skills ▪ Responses demonstrate exceptional understanding and strategy use 	<ul style="list-style-type: none"> ▪ Listens attentively ▪ Ignores most distractions ▪ Responses, oral and written, demonstrate clear understanding and strategy use (see instructional expectation) ▪ Actively participates in literature discussions 	<ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help ▪ Responses demonstrate partial understanding and strategy use 	<ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help ▪ Responses demonstrate limited understanding and strategy use
<p>Reads aloud with fluency and expression</p> <p>(WI A 4.1)</p> <p>(with familiar text)</p>	<p>Above grade level by two quarters and</p> <ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently 	<p>At grade level and</p> <ul style="list-style-type: none"> ▪ Attends to meaning ▪ Often reads in expressive phrases ▪ Rereads, word-by-word reading to problem solve ▪ Generally attends to punctuation 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Inconsistently demonstrates or applies proficient skills and/or requires some teacher help 	<p>Below grade level and</p> <ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help

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<p>Uses a variety of word-solving strategies (meaning, phonics, sentence structure) (WI A 4.1)</p>	<p>Above grade level by two quarters and as evidenced in running records, the student:</p> <ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently 	<p>At grade level and as evidenced in running records, the student:</p> <ul style="list-style-type: none"> ▪ Uses a balance of information (m s v) ▪ Uses multiple strategies (attempts) <ul style="list-style-type: none"> ✓ rereading ✓ cross-checking cues ✓ word chunks ✓ letters and sound combinations ▪ Self corrects most errors 	<p>At or below grade level and as evidenced in running records, the student:</p> <ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help ▪ Self corrects errors with teacher prompting 	<p>Below grade level and as evidenced in running records, the student:</p> <ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help

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<p>Applies reading strategies to comprehend text(s) at a variety of type and length. (WI A 4.1)</p>	<p>Above grade level by two quarters and</p> <ul style="list-style-type: none"> ▪ Consistently demonstrates all proficient skills while reading advanced text independently 	<p>At grade level and</p> <ul style="list-style-type: none"> ▪ Responses (oral) demonstrate strategy use and clear understanding ▪ Demonstrates clear understanding through sequential, detailed retellings ▪ Demonstrates comprehension of reading by using strategies such as: <ul style="list-style-type: none"> ✓ Activating prior knowledge ✓ Establishing purpose ✓ Making predictions ✓ Developing visual images ✓ Making inferences based on text information 	<p>At or below grade level and</p> <ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help 	<p>Below grade level and</p> <ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help
<p>Reads a variety of materials silently for enjoyment and information (independent level) (WI A 4.2)</p>	<ul style="list-style-type: none"> ▪ Frequently loses self in reading for long periods of time ▪ Frequently reads from favorite genres choosing books by author, topic or information 	<ul style="list-style-type: none"> ▪ Reads for 20 minutes (developing reading stamina and skill) ▪ Reads from favorite genres choosing books by author, topic or information ▪ Chooses appropriately-leveled material for independent reading 	<ul style="list-style-type: none"> ▪ Difficulty maintaining a focus on reading for 20 minutes ▪ Some experimentation with different genres ▪ Requires some teacher support in choosing appropriately-leveled material for independent reading 	<ul style="list-style-type: none"> ▪ Unable to maintain focus for independent reading ▪ Little experimentation with different genres ▪ Teacher chooses appropriately-leveled materials for independent reading

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