The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the *end* of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

Grade 2 Rubric for Literacy

	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Beginning Skills
Fluently reads grade level text	Student accurately reads text that is on or above grade level in larger, meaningful phrases or word groups. Reading is consistently smooth and expressive guided by author's meaning and punctuation. Uses appropriate stress and rate with only a few slowdowns.	Student accurately reads text that is on or above grade level in three- or four- word phrase groups. Reading is usually smooth and expressive guided by author's meaning and punctuation. Uses mostly appropriate stress and rate with some slowdowns.	Student accurately reads text that is on or below grade level in mostly two- with some three- or four- word phrase groups. Student is working toward smooth and expressive reading guided by author's meaning and punctuation. Reads at a slow rate most of the time.	Student reads text that is on or below grade level mostly word-by-word. Student reads at a slow rate and is not yet reading smoothly or using expression.
Comprehends grade level text independently	Student consistently demonstrates deep understanding of above grade level text when reading independently. Produces responses that include almost all important information and main ideas. Uses text evidence to support response.	Student demonstrates understanding of grade level or above grade level text when reading independently. Produces responses that include important information and ideas but needs teacher support for other key understandings. Beginning to use text evidence to support responses.	Student demonstrates some understanding of grade level or below grade level text when reading independently. Produces responses that include a few facts but needs teacher support for important information or ideas. Student does not yet support their responses with text evidence.	Student demonstrates little understanding of grade level or below grade level text when reading independently. Responses include incorrect or unrelated information.
Demonstrates reading stamina	Student consistently reads for long periods of time without getting distracted or giving up.	Student usually reads for the expected period of time without getting distracted or giving up.	Student is working toward reading for the expected period of time.	Student needs frequent teacher support and does not yet read for the expected period of time.
Uses appropriate grammar and punctuation in writing.	Student consistently uses correct grammar and punctuation while writing text (correct capitalization, end marks, and complete sentences).	Student usually uses correct grammar and punctuation while writing text (correct capitalization, end marks, and complete sentences).	Student inconsistently uses correct grammar and punctuation while writing text (correct capitalization, end marks, and complete sentences).	Student has difficulty using correct grammar and punctuation while writing text (correct capitalization, end marks, and complete sentences).
Expresses ideas clearly in written work	Student consistently generates ideas and writes focused text with a clear beginning, middle, and end. Several details and describing words are used in complete sentences. Student takes time to revise and edit work. Writing consistently makes sense.	Student usually generates ideas and writes focused text with a beginning, middle, and end. Some details and describing words are used in complete sentences. Student revises and edits work with minimal teacher support. Writing usually makes sense.	Student is beginning to generate ideas and write focused text with some organization. Some details and describing words are inconsistently used and sentences are not always complete. Student sometimes revises and edits with teacher support. Writing sometimes makes sense.	Student has difficulty generating ideas and writing focused, organized text. Sentences may all begin the same or are incomplete without details or describing words. Student rarely revises and edits. Writing is difficult to understand.
Writes legibly	Student consistently uses correct size, shape and spacing when writing. Handwriting never	Student usually uses correct size, shape and spacing when writing. Handwriting seldom	Student is beginning to use correct size, shape and spacing when writing. Letter formation and/or spacing of letters	Student has difficulty using correct size, shape, and spacing when writing. Letter formation and spacing of letters

	interferes with writing content.	interferes with writing content.	sometimes interfere with writing content.	consistently interferes with writing content.
Demonstrates writing stamina	Student consistently writes for long periods of time without getting distracted or giving up. Student produces substantial amount of writing.	Student writes for the expected period of time without getting distracted or giving up. Student produces expected amount of writing.	Student is working toward writing for the expected period of time. Often needs teacher support to produce the expected amount of writing.	Student needs frequent teacher support and does not yet produce the expected amount of writing.
Participates and Cooperates	Student contributes to discussions and work responsibilities. Student consistently cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to cooperate in groups.