

# TEAM Student Growth Portfolio Rubric Second Grade ELA

	Second Grade ELA Literature/Narrative Scoring Rubric		
	Option 1: Compare and contrast two d	lifferent versions of the same story	
Th	nere are 3 integrated standards for this option:		
1)	2.FL.WC.4 Know and apply grade-level phonics and wo	ord analysis skills when encoding words; write legibly	
2)	2.RL.IKI.9 Compare and contrast two or more versions	s of the same story by different authors or different	
	cultures		
3)	2.W.TTP.3 Write narratives recounting an event or sho	rt sequence of events. Include a) details to describe	
	actions, thoughts, and feelings; b) time order words to	signal event order; and c) a sense of closure	
1)	2.FL.WC.4: Know and apply grade-level phonics and word	analysis skills when encoding words; write legibly.	
	-	which the words are written when determining a performance level.	
		This rubric should not be viewed as a checklist. Student writing should be	
	sition-based patterns, complex consonant blends, less common vowel	measured for the preponderance of evidence.	
	$rais_and nossessives) is moving toward more advanced lise of shelling$	Prompting and support are not written within the standard; therefore,	
	tterns and generalizations in writing multisullabic words	this scoring rubric measures the student's <b>independent</b> approach to	
		using words and/or pictures to express an idea. <b>Level 3 performance</b>	
		<b>level represents end-of-grade expectations.</b> Educators should utilize developmentally appropriate practices that meet students where they are	
		developmentally and academically. Because of this, performance levels 6	
	monstrate independence in writing with conventional spelling.	and 7 are <i>typically</i> utilized for student work that is scored at an advancing	
Tea		level at point A because the expectations are beyond grade-level	
		expectations. However, educators will not be penalized for growing	
		students to levels 6 and 7 at point B. Cases in which the student work	
		submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.	
•	Within an independent student artifact, the student writes one-st		
0	following: one-syllable words with common consonant spelling p		
	final consonant blends, and CVCe, common vowel teams, final y,		
1	Within an independent student artifact, the student writes with a		
	common consonant spelling patterns, VC, CVC, consonant digrap	ohs, double letters, initial and final consonant blends, and CVCe,	
	common vowel teams, final y, and/or r- controlled vowels, <b>AND</b>		
	Writes two-syllable words that end in -y or -ly, are compounds, and	nd/or have two closed syllables, <b>AND</b>	
-	at least half of the misspelled words are spelled phonetically.		
2	Within an independent student artifact, the student writes with a common consonant spelling patterns, VC, CVC, consonant digrap		
	common vowel teams, final y, and/or r- controlled vowels, <b>AND</b>		
	Writes two-syllable words that end in -y or -ly, are compounds, and	nd/or have two closed syllables, <b>AND</b>	
	all of the misspelled words are spelled phonetically.	-	
3	Within an independent student artifact, the student writes with		
	position-based patterns, complex consonant blends, less commo	on vowel teams for long vowels, vowel-r combinations,	
	contractions, homophones, plurals, and/or possessives, <b>AND</b> does <b>not</b> use conventional spelling for most two-syllable words,	but spalls all of the misspalled two, or three syllable words	
	phonetically.	but spens an of the misspened two- of three-synaple words	
4	Within an independent student artifact, the student writes with a	all conventional spelling for all one-syllable words including	
	position-based patterns, complex consonant blends, less commo		
	contractions, homophones, plurals, and/or possessives, AND		
	uses conventional spelling for most two- syllable words conta	aining combined syllable types, compounds, and common	
-	prefixes and/or derivational suffixes.		
5	The student writes with conventional spelling for <b>all one- and tw</b>		
	consonant blends, less common vowel teams for long vowels, vo possessives containing combined syllable types, compounds, and		
	uses conventional spelling for <b>most three-syllable</b> words.	a common prenxes ana/or derivational sumixes, AND	
6	The student writes with conventional spelling for <b>all one-, two-</b> a	and three-syllable words including position-based patterns.	
		owels, vowel-r combinations, contractions, homophones, plurals,	
	possessives containing combined syllable types, compounds, and		
7	The student writes with conventional spelling for <b>all one-, two-</b> a		
		owels, vowel-r combinations, contractions, homophones, plurals,	
	possessives containing combined syllable types, compounds, and	•	
	uses generalizations and spelling patterns to generate words wit	h more than three syllables.	

# Second Grade ELA Literature/Narrative Scoring Rubric Option 1: Compare and contrast two different versions of the same story

2)	2.RL.IKI.9: Compare and contrast two or more versions of the same story by different authors or different cultures.
abi sto mo The is r ver	<ul> <li>Level 3 Performance Level represents end-of-grade expectations.</li> <li>Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically.</li> <li>Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both</li> </ul>
0	will result in a score of 1 for the differentiated group. Within a student-generated artifact, writes sentences that <b>do not</b> compare and contrast, in any way, how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <b>AND</b> <b>does not</b> include any details about how it makes the characters feel and why in assigned texts.
1	Within a student-generated artifact, writes sentences that compare and contrast, in <b>one way</b> , how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <b>AND</b> includes <b>one</b> detail about how it makes the characters feel and why in assigned texts.
2	Within a student-generated artifact, writes sentences that compare and contrast, in <b>at least two ways</b> , how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <b>AND</b> includes <b>two</b> details about how it makes the characters feel and why in assigned texts.
3	Within a student-generated artifact, writes sentences that compare and contrast, in <b>at least three ways</b> , how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <b>AND</b> includes <b>three</b> details about how it makes the characters feel and why in assigned texts.
4	Within a student-generated artifact, writes sentences that compare and contrast, in <b>at least four ways</b> , how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <b>AND</b> includes <b>three</b> details about how it makes the characters feel and why in assigned texts.
5	Within a student-generated artifact, writes sentences that compare and contrast, in <b>at least four ways</b> , how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <b>AND</b> includes <b>four</b> details about how it makes the characters feel and why in assigned texts.
6	Within a student-generated artifact, writes sentences that compare and contrast, in <b>at least five ways</b> , how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <b>AND</b> includes <b>four</b> details about how it makes the characters feel and why in assigned texts.
7	Within a student-generated artifact, writes sentences that compare and contrast, in <b>at least five ways</b> , how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <b>AND</b> includes <b>five</b> details about how it makes the characters feel and why in assigned texts.

	Option 1: Compare and contrast two different versions of the same story
21	2.W.TTP.3: Write narratives recounting an event or short sequence of events. Include a) details to describe actions,
5)	thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure.
abil mo anc Bey whi to s adv	<ul> <li>Level 3 performance level represents end-of-grade expectations.</li> <li>Level 3 performance level represents end-of-grade expectations.</li> <li>Educators should utilize developmentally appropriate practices that meet students where they are developmentally utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.</li> </ul>
0	Within a student-generated writing artifact, the student writes a narrative recounting an event or short sequence from an assigned text with <b>no</b> time order words <b>AND</b>
	includes <b>less than three</b> details to describe a combination of at least one action, at least one thought, <u>and</u> at least one feeling of one character.
1	Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with <b>one or two</b> different time order words <b>AND</b>
	includes <b>three</b> details to describe a combination of at least one action, at least one thought, and at least one feeling of one character <b>AND</b>
	provides a sense of closure.
2	· Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an
	assigned text with <b>three</b> different time order words <b>AND</b>
	includes <b>four</b> details to describe a combination of at least one action, at least one thought, <u>and</u> at least one feeling of one character <b>AND</b>
	provides a sense of closure.
3	Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with <b>four</b> different time order words <b>AND</b>
	includes <b>at least five</b> details to describe a combination of at least one action, at least one thought, <u>and</u> at least one feeling of <b>one</b>
	character AND
	provides a sense of closure.
4	Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with <b>four</b> different time order words <b>AND</b>
	includes <b>at least four</b> details to describe a combination of at least one action, at least one thought, <u>and</u> at least one feeling <b>each for two</b> different characters AND
	provides a sense of closure.
5	Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with <b>fou</b> r different time order words <b>AND</b>
	includes <b>at least five</b> details to describe a combination of at least one action, at least one thought, <u>and</u> at least one feeling each for two different characters <b>AND</b>
	provides a sense of closure.
6	Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of <b>time-order words and phrases</b> to signal event order; <b>AND</b>
	uses character dialogue or descriptions of actions, thoughts, and feelings to develop experiences and events; AND
	shows the <b>response of one character</b> to at least two different situations; <b>AND</b>
	provides a sense of closure.
7	Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of <b>time-order words and phrases</b> to signal event order; <b>AND</b>
	uses character <b>dialogue or descriptions</b> of actions, thoughts, and feelings to develop experiences and events; <b>AND</b>
	shows the <b>response of at least two characters</b> to at least two different situations; <b>AND</b>
	provides a sense of closure.

	Second Grade ELA Literature/Narrative Scoring Rubric		
	Option 2: Describe how characters in a story respond to major events and challenges		
Th	ere are 3 integrated standards for this option:		
1)	<b>2.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly		
2)	<b>2.RL.KID.3</b> Describe how characters in a story respond to major events and challenges		
3)	<b>2.W.TTP.3</b> Write narratives recounting an event or short sequence of events. Include a) details to describe		
3)			
	actions, thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure		
1)	2.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
	ring Notes: 2.FL.WC.4 measures the extent to which the student's ability to the with conventional spelling for one-syllable words (including position-		
	ed patterns, complex consonant blends, less common vowel teams for long and/or pictures to express an idea. Level 3 performance level represents		
	vels, vowel-r combinations, contractions, homophones, plurals, and end-of-grade expectations. Educators should utilize developmentally		
	sessives) is moving toward more advanced use of spelling patterns and appropriate practices that meet students where they are developmentally and		
-	eralizations in writing multisyllabic words. academically. Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work that is scored at an advancing level at point A because the		
	Dolch and Fry lists of high-frequency words can be used as a support when ntifying conventional spelling of high-frequency words. The transfer of expectations are beyond grade-level expectations. However, educators will not		
	rds from a word wall to a writing artifact does not demonstrate be penalized for growing students to levels 6 and 7 at point B. Cases in which		
	ependence in writing with conventional spelling. Teachers should consider the student work submitted does not match the standards measured for either		
	level of independence with which the words are written when determining point A, point B, or both will result in a score of 1 for the differentiated group.		
	erformance level.		
	s rubric should not be viewed as a checklist. Student writing should be asured for the preponderance of evidence.		
0	Within an independent student artifact, the student writes one-syllable words <b>inconsistently</b> or <b>inaccurately</b> when using the		
U	following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and		
	final consonant blends, and CVCe, common vowel teams, final y, and/or r- controlled vowels.		
1	Within an independent student artifact, the student writes with a combination of <b>most</b> of the following: one-syllable words with		
	common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe,		
	common vowel teams, final y, and/or r- controlled vowels, AND		
	Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <b>AND</b>		
	at least half of the misspelled words are spelled phonetically.		
2	Within an independent student artifact, the student writes with a combination of <b>most</b> of the following: one-syllable words with		
	common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe,		
	common vowel teams, final y, and/or r- controlled vowels, <b>AND</b> Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <b>AND</b>		
	all of the misspelled words are spelled phonetically.		
3	Within an independent student artifact, the student writes with <b>conventional spelling</b> for <b>all</b> one-syllable words including		
	position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations,		
	contractions, homophones, plurals, and/or possessives, AND		
	does <b>no<u>t</u> use conventional spelling for most two-syllable words, but spells <b>all</b> of the misspelled two- or three-syllable words</b>		
	phonetically.		
4	Within an independent student artifact, the student writes with all conventional spelling for all one-syllable words including		
	position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and/or possessives, <b>AND</b>		
	contractions, nomophones, plurals, and/or possessives, <b>AND</b> uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and common		
	prefixes and/or derivational suffixes.		
5	The student writes with conventional spelling for <b>all one- and two-syllable words</b> including position-based patterns, complex		
	consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals,		
	possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, AND		
	uses conventional spelling for <b>most three-syllable</b> words.		
6	The student writes with conventional spelling for <b>all one-, two- and three-syllable words</b> including position-based patterns,		
	complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals,		
	possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.		
7	The student writes with conventional spelling for <b>all one-, two- and three-syllable words</b> including position-based patterns,		
	complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals,		
	possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, <b>AND</b> uses generalizations and spelling patterns to generate words with more than three syllables.		

#### Second Grade ELA Literature/Narrative Scoring Rubric Option 2: Describe how characters in a story respond to major events and challenges 2) 2. RL.KID.3: Describe how characters in a story respond to major events and challenges. Scoring Notes: The difference among the levels for 2.RL.KID.3 is the Level 3 performance level represents end-of-grade expectations. extent to which the student's ability to describe the characters, Educators should utilize developmentally appropriate practices that setting, and events is moving toward not only describing the central meet students where they are developmentally and academically. ideas or themes in text, but also analyzing their development Because of this, performance levels 6 and 7 are *typically* utilized for through the supporting details and ideas. To move beyond level 4, student work that is scored at an advancing level at point A because the student writing artifact must show evidence of how the the expectations are beyond grade-level expectations. However, characters respond to the events, which indicates deeper educators will not be penalized for growing students to levels 6 and 7 comprehension. The extent to which students can explain the at point B. Cases in which the student work submitted does not character reactions to not only events, but also challenges, match the standards measured for either point A, point B, or both determines the performance levels above level 5. will result in a score of 1 for the differentiated group. Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that 0 **do not** include all three of the following: 1) at least **two** characters with **one** detail about each 2) one details about the setting (time OR place) 3) sequence **three** major events with at least **three** details in a narrative text Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that 1 include **all three** of the following: 1) at least **two** characters with **one** detail about each 2) **one** details about the setting (time OR place) 3) sequence three major events with at least three details in a narrative text 2 Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include **all three** of the following: 1) at least **two** characters with **one** detail about each 2) **two** details about the setting (time AND place) 3) describes how both characters respond, with words and actions, to three major events with three details in a narrative text Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include **all three** of the following: 1) at least **two** characters with **one** detail about each 2) **two** details about the setting (time AND place) 3) describes how both characters respond, with words and actions, to three major events with three details and one major challenge in a narrative text Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include **all three** of the following: 1) at least **two** characters with **one** detail about each 2) **two** details about the setting (time AND place) 3) describes how both characters respond, with words and actions, to three major events with three details and two major challenges in a narrative text 5 Within a student-generated artifact, orally or in writing, the student describes the traits of at least two major characters in a narrative text AND explains at least one way in which each character influences the sequence of events in a narrative text. Within a student-generated artifact, orally or in writing, the student describes the traits of at least two major 6 characters in a narrative text, AND explains at least **two** ways in which each character influences the sequence of events in a narrative text, **AND** provides **one** piece of evidence from the text to support the explanation. 7 Within a student-generated artifact, orally or in writing, the student describes the traits of at least two major characters in a narrative text, AND explain at least three ways in which each character influences the sequence of events in a narrative text, AND provides at least **two** pieces of evidence from the text to support the explanation.

Option 2: 2.RL.KID.3: Page 2/3

#### Second Grade ELA Literature/Narrative Scoring Rubric

#### Option 2: Describe how characters in a story respond to major events and challenges 3) 2.W.TTP.3: Write narratives recounting an event or short sequence of events. Include a) details to describe actions, thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure. **Scoring Notes: 2.W.TTP.3** measures the extent to which the student's Level 3 performance level represents end-of-grade expectations. ability to narrate by recounting an event or short sequence of events is Educators should utilize developmentally appropriate practices that meet moving toward the inclusion of effective techniques, well-chosen details, students where they are developmentally and academically. Because of and well-structured event sequences. this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are Beyond level 3, the student work levels are distinguished by the degree to beyond grade-level expectations. However, educators will not be penalized which details are used around actions, thoughts, and feelings, which leads for growing students to levels 6 and 7 at point B. Cases in which the to stronger ideas and organization. Levels 6 and 7 become more student work submitted does not match the standards measured for advanced in nature as the student work begins to show evidence of either point A, point B, or both will result in a score of 1 for the meaningful dialogue. differentiated group. Within a student-generated writing artifact, the student writes a narrative recounting an event or short sequence from an assigned text 0 with no time order words AND includes less than three details to describe a combination of at least one action, at least one thought, and at least one feeling of one character. 1 Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with **one or two** different time order words **AND** includes three details to describe a combination of at least one action, at least one thought, and at least one feeling of one character AND provides a sense of closure. 2 Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with three different time order words AND includes four details to describe a combination of at least one action, at least one thought, and at least one feeling of one character AND provides a sense of closure. 3 Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with **four** different time order words **AND** includes at least five details to describe a combination of at least one action, at least one thought, and at least one feeling of one character AND provides a sense of closure. Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with four 4 different time order words AND includes at least four details to describe a combination of at least one action, at least one thought, and at least one feeling each for two different characters AND provides a sense of closure. Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with **fou**r 5 different time order words AND includes at least five details to describe a combination of at least one action, at least one thought, and at least one feeling each for two different characters AND provides a sense of closure. 6 Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of time-order words and phrases to signal event order; AND uses character dialogue or descriptions of actions, thoughts, and feelings to develop experiences and events; AND shows the response of one character to at least two different situations; AND provides a sense of closure. 7 Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of time-order words and phrases to signal event order; AND uses character dialogue or descriptions of actions, thoughts, and feelings to develop experiences and events; AND shows the response of at least two characters to at least two different situations; AND

provides a sense of closure.

	Second Grade ELA Literature/Narrative Scoring Rubric Option 3: Recount stories to determine central message, lesson, or moral
The	ere are 3 integrated standards for this option:
1)	<b>2.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
2)	<b>2.RL.KID.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central
_/	lesson or moral
3)	2.W.TTP.3 Write narratives recounting an event or short sequence of events. Include a) details to describe
	actions, thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure
1)	2.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
	ring Notes:2.FL.WC.4 measures the extent to which the student's Prompting and support are not written within the standard; therefore,
	ity to write with conventional spelling for one-syllable words (including this scoring rubric measures the student's <b>independent</b> approach to
	ition-based patterns, complex consonant blends, less common vowel using words and/or pictures to express an idea. Level 3 performance
	ns for long vowels, vowel-r combinations, contractions, homophones, and possessives) is moving toward more advanced use of spelling developmentally appropriate practices that meet students where they are
	erns and generalizations in writing multisyllabic words. developmentally and academically. Because of this, performance levels 6
	Dolch and Fry lists of high-frequency words can be used as a support and 7 are <i>typically</i> utilized for student work that is scored at an advancing
	en identifying conventional spelling of high-frequency words. The level at point A because the expectations are beyond grade-level
	expectations. However, educators will not be penalized for growing
den	nonstrate independence in writing with conventional spelling. students to levels 6 and 7 at point B. Cases in which the student work
	chers should consider the level of independence with which the words submitted does not match the standards measured for either point A,
	written when determining a performance level. This rubric should not point B, or both will result in a score of 1 for the differentiated group.
	<i>r</i> iewed as a checklist. Student writing should be measured for the ponderance of evidence.
0	Within an independent student artifact, the student writes one-syllable words <b>inconsistently</b> or <b>inaccurately</b> when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and
	final consonant blends, and CVCe, common vowel teams, final y, and/or r- controlled vowels.
1	Within an independent student artifact, the student writes with a combination of <b>most</b> of the following: one-syllable words with
	common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe,
	common vowel teams, final y, and/or r- controlled vowels, <b>AND</b>
	Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND
	at least half of the misspelled words are spelled phonetically.
2	Within an independent student artifact, the student writes with a combination of <b>most</b> of the following: one-syllable words with
	common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe,
	common vowel teams, final y, and/or r- controlled vowels, <b>AND</b>
	Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <b>AND</b>
-	<b>all</b> of the misspelled words are spelled phonetically. Within an independent student artifact, the student writes with <b>conventional spelling</b> for <b>all</b> one-syllable words including
3	position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations,
	contractions, homophones, plurals, and/or possessives, <b>AND</b>
	does <b>not</b> use conventional spelling for most two-syllable words, but spells <b>all</b> of the misspelled two- or three-syllable words
	phonetically.
4	Within an independent student artifact, the student writes with all conventional spelling for all one-syllable words including
	position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations,
	contractions, homophones, plurals, and/or possessives, AND
	uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and common
╞╤┥	prefixes and/or derivational suffixes.
5	The student writes with conventional spelling for <b>all one- and two-syllable words</b> including position-based patterns, complex
	consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, <b>AND</b>
	uses conventional spelling for <b>most three-syllable</b> words.
6	The student writes with conventional spelling for <b>all one-, two- and three-syllable words</b> including position-based patterns,
	complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals,
	possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.
7	The student writes with conventional spelling for <b>all one-, two- and three-syllable words</b> including position-based patterns,
	complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals,
	possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, AND
	uses generalizations and spelling patterns to generate words with more than three syllables.

#### Second Grade ELA Literature/Narrative Scoring Rubric Option 3: Recount stories to determine central message, lesson, or moral

# 2) 2.RL.KID.2: Recount stories, including fables and folktales from diverse cultures, and determine their central

2)	lesson or moral.	its nom averse carares, and accernine their central
abi mo also ide	<b>bring Notes: 2.RL.KID.2</b> measures the extent to which the student's lity to describe the characters, setting, and events in a writing artifact is ving toward not only describing the central ideas or themes in text but to analyzing their development through the supporting details and as. To move beyond level 4, the student writing artifact must have ditional details about the central message, lesson, or moral.	<b>Level 3 performance level represents end-of-grade expectations.</b> Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.
0	<ul> <li>Within a student-generated artifact, the student writes words to rewithout all of the following:</li> <li>1) one or two time order words</li> <li>2) one key details from the beginning, one key detail from the mide</li> </ul>	<b>ecount</b> stories, including fables and folktales from diverse cultures, Idle, and <b>one</b> key detail from the end
1	<ul> <li>Within a student-generated artifact, the student writes words to reall of the following:</li> <li>1) one or two time order words</li> <li>2) one key detail from the beginning, one key detail from the midden and the midden article artis article article article article article article a</li></ul>	<b>ecount</b> stories, including fables and folktales from diverse cultures, with dle, and <b>one</b> key detail from the end
2	<ul> <li>Within a student-generated artifact, the student writes words to real of the following:</li> <li>1) three time order words</li> <li>2) two key details from the beginning, two key details from the mid 3) the central message, lesson, or moral</li> </ul>	<b>ecount</b> stories, including fables and folktales from diverse cultures, with ddle, and <b>two</b> key details from the end
3	<ul> <li>Within a student-generated artifact, the student writes words to reall of the following:</li> <li>1) three time order words</li> <li>2) three key details from the beginning, three key details from the 3) the central message, lesson, or moral and why the message, lesson</li> </ul>	
4	<ul> <li>Within a student-generated artifact, the student writes words to reall of the following:</li> <li>1) four time order words</li> <li>2) three key details from the beginning, three key details from the 3) the central message, lesson, or moral and why the message, lesson</li> </ul>	
5	<ul> <li>Within a student-generated artifact, the student writes words to reall of the following:</li> <li>1) four time order words</li> <li>2) three key details from the beginning, three key details from the 3) the central message, lesson, or moral and two reasons why the</li> </ul>	-
6	<ul> <li>Within a student-generated artifact, the student writes words to reall of the following:</li> <li>1) four time order words</li> <li>2) three key details from the beginning, three key details from the 3) the central message, lesson, or moral and two reasons why the 4) and an explanation of how it is conveyed through key details in</li> </ul>	e message, lesson, or moral is significant
7	<ul> <li>Within a student-generated artifact, the student writes words to reall of the following:</li> <li>1) four time order words</li> <li>2) three key details from the beginning, three key details from the 3) the central message, lesson, or moral and two reasons why the 4) and an explanation of how it is conveyed through key details in</li> </ul>	e message, lesson, or moral is significant

	Option 3: Recount stories to determine central message, lesson, or moral
3)	2.W.TTP.3: Write narratives recounting an event or short sequence of events. Include a) details to describe actions,
5)	thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure.
<ul> <li>Scoring Notes: 2.W.TTP.3 measures the extent to which the student's ability to narrate by recounting an event or short sequence of events is moving toward the inclusion of effective techniques, well-chosen details, and well-structured event sequences.</li> <li>Beyond level 3, the student work levels are distinguished by the degree to which details are used around actions, thoughts, and feelings, which leads to stronger ideas and organization. Levels 6 and 7 become more advanced in nature as the student work begins to show evidence of meaningful dialogue.</li> <li>Level 3 performance level represents end-of-grade expectations to support the student's students where they are developmentally and academically. Because the superclass of the student work levels are distinguished by the degree to which details are used around actions, thoughts, and feelings, which leads to stronger ideas and organization. Levels 6 and 7 become more advanced in nature as the student work begins to show evidence of meaningful dialogue.</li> </ul>	
0	Within a student-generated writing artifact, the student writes a narrative recounting an event or short sequence from an assigned text with <b>no</b> time order words <b>AND</b>
	includes <b>less than three</b> details to describe a combination of at least one action, at least one thought, <u>and</u> at least one feeling of one character.
1	Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with <b>one or two</b> different time order words <b>AND</b>
	includes <b>three</b> details to describe a combination of at least one action, at least one thought, and at least one feeling of one character <b>AND</b>
	provides a sense of closure.
2	Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with <b>three</b> different time order words <b>AND</b>
	includes <b>four</b> details to describe a combination of at least one action, at least one thought, and at least one feeling of one character <b>AND</b>
	provides a sense of closure.
3	Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with <b>four</b> different time order words <b>AND</b>
	includes <b>at least five</b> details to describe a combination of at least one action, at least one thought, <u>and</u> at least one feeling of <b>one</b> character <b>AND</b>
	provides a sense of closure.
4	Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with <b>four</b> different time order words <b>AND</b>
	includes <b>at least four</b> details to describe a combination of at least one action, at least one thought, <u>and</u> at least one feeling <b>each for two different characters AND</b>
	provides a sense of closure.
5	Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with <b>fou</b> r different time order words <b>AND</b>
	includes <b>at least five</b> details to describe a combination of at least one action, at least one thought, <u>and</u> at least one feeling each for two different characters <b>AND</b>
	provides a sense of closure.
6	Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of <b>time-order words and phrases</b> to signal event order; <b>AND</b>
	uses character dialogue or descriptions of actions, thoughts, and feelings to develop experiences and events; AND
	shows the <b>response of one character</b> to at least two different situations; <b>AND</b>
	provides a sense of closure.
7	Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of <b>time-order words and phrases</b> to signal event order; <b>AND</b>
	uses character dialogue or descriptions of actions, thoughts, and feelings to develop experiences and events; AND
	shows the <b>response of at least two characters</b> to at least two different situations; <b>AND</b>
	provides a sense of closure.

#### Second Grade ELA Informational Scoring Rubric Option A: Compare and contrast two texts on the same topic

#### There are 3 integrated standards for this option:

- 1) 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
- 2) **2.RI.IKI.9** Compare and contrast the most important points presented by two texts on the same topic
- **3) 2.W.TTP.2** Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions to provide information; and c) providing a concluding statement or section
- 1) 2.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Scoring Notes: 2.FL.WC.4 measures the extent to which the student's ability to write with conventional spelling for one-syllable words (including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives) is moving toward more advanced use of spelling patterns and generalizations in writing multisyllabic words.

The Dolch and Fry lists of high-frequency words can be used as a support when identifying conventional spelling of high-frequency words. The transfer of words from a word wall to a writing artifact does not demonstrate independence in writing with conventional spelling. Teachers should consider the level of independence with which the words are written when determining a performance level.

This rubric should not be viewed as a checklist. Student writing should be measured for the preponderance of evidence.

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to using words and/or pictures to express an idea. **Level 3 performance level represents end-of-grade expectations**. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

sh	nould be measured for the preponderance of evidence.		
0	Within an independent student artifact, the student writes one-syllable words <b>inconsistently</b> or <b>inaccurately</b> when using the		
	following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r- controlled vowels.		
1	Within an independent student artifact, the student writes with a combination of <b>most</b> of the following: one-syllable words with		
	common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe,		
	common vowel teams, final y, and/or r- controlled vowels, <b>AND</b>		
	Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <b>AND</b>		
	<b>at least half</b> of the misspelled words are spelled phonetically.		
2	Within an independent student artifact, the student writes with a combination of <b>most</b> of the following: one-syllable words with		
	common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe,		
	common vowel teams, final y, and/or r- controlled vowels, <b>AND</b>		
	Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <b>AND</b>		
	<b>all</b> of the misspelled words are spelled phonetically.		
3	Within an independent student artifact, the student writes with <b>conventional spelling</b> for <b>all</b> one-syllable words including		
_	position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations,		
	contractions, homophones, plurals, and/or possessives, AND		
	does <b>not</b> use conventional spelling for most two-syllable words, but spells <b>all</b> of the misspelled two- or three-syllable words		
	phonetically.		
4	Within an independent student artifact, the student writes with all conventional spelling for all one-syllable words including		
	position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations,		
	contractions, homophones, plurals, and/or possessives, AND		
	uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and common		
	prefixes and/or derivational suffixes.		
5	The student writes with conventional spelling for <b>all one- and two-syllable words</b> including position-based patterns, complex		
	consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals,		
	possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, AND		
	uses conventional spelling for <b>most three-syllable</b> words.		
6	The student writes with conventional spelling for <b>all one-, two- and three-syllable words</b> including position-based patterns,		
	complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals,		
	possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.		
7	The student writes with conventional spelling for <b>all one-, two- and three-syllable words</b> including position-based patterns,		
	complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals,		
1	possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, AND		
	uses generalizations and spelling patterns to generate words with more than three syllables.		

#### Second Grade ELA Informational Scoring Rubric Option A: Compare and contrast two texts on the same topic

#### 2) 2.RI.IKI.9: Compare and contrast the most important points presented by two texts on the same topic.

Scoring Notes: 2.RI.IKI.9 measures the extent to which the student is moving toward a more in-depth understanding that identifying similarities and differences among texts builds awareness of how the author's approach has an impact on the text's message. To move beyond Level 3, the student writing artifact shows evidence of greater relevancy to the topic. Student writing artifacts that demonstrate student understanding of the most relevant and important details by comparing and contrasting the two different texts demonstrates that the student comprehends the different approaches of the authors. Level 3 Performance Level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

-			
0	Within a student-generated artifact, the student writes explanatory text that <b>does not</b> compare <b>or</b> contrast in		
	any way the most important points presented by two texts on the same topic.		
1	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>one</b>		
	<b>or two</b> ways the most important points presented by two texts on the same topic.		
2	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>three</b>		
	ways the most important points presented by two texts on the same topic.		
3	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>three</b>		
	ways the most important points presented by two texts on the same topic.		
	AND		
	provides <b>one key detail</b> about the most important points.		
4	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>four</b>		
	ways the most important points presented by two texts on the same topic.		
	AND		
	provides <b>one key detail</b> about the most important points.		
5	5 Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>mo</b>		
	than four ways the most important points presented by two texts on the same topic.		
	AND		
	provides <b>two key details</b> about the most important points.		
6	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>more</b>		
	than four ways the most important points presented by two texts on the same topic.		
	AND		
	provides <b>three key details</b> about the most important points.		
7	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>more</b>		
	than four ways the most important points presented by two texts on the same topic.		
	AND		
	provides <b>four key details</b> about the most important points.		

## Second Grade ELA Informational Scoring Rubric

Option A: Compare and contrast two texts on the same topic

3)			
	information; and c) providing a concluding statement or section.		
stu tov int evi int no tha <b>inc</b> de use an	<ul> <li>Level 3 Performance Level represents end-of-grade expectations.</li> <li>Level 3 Performance Level represents end-of-grade expectations.</li> <li>Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically.</li> <li>Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.</li> </ul>		
0	Within a student-generated artifact, writes words that do <b>not</b> do all three of the following:		
	1) <b>name</b> the topic from an informative/explanatory text,		
	2) use <b>at least one</b> fact <b>without</b> any expanded descriptions		
	3) may or may not provide a concluding statement or section		
1	Within a student-generated artifact, writes words to do <b>all three</b> of the following:		
	1) <b>name</b> the topic from an informative/explanatory text		
	2) uses <b>at least one</b> fact <b>without</b> any expanded descriptions		
	3) may or may not provide a concluding statement or section		
2	Within a student-generated artifact, writes words to do <b>all three</b> of the following:		
	1) <b>introduce</b> the topic from an informative/explanatory text		
	2) use <b>at least two</b> facts and writes <b>an expanded description</b> for <b>one</b> fact		
	3) provide a <b>concluding statement</b> or section		
3	Within a student-generated artifact, writes words to do <b>all three</b> of the following:		
	1) <b>introduce</b> the topic from an informative/explanatory text,		
	2) use <b>three</b> facts and writes <b>an expanded description</b> for each fact		
	3) provide a <b>concluding statement</b> or section		
4	Within a student-generated artifact, writes words to do <b>all three</b> of the following:		
	1) <b>introduce</b> the topic from an informative/explanatory text		
	2) use <b>four</b> facts and writes <b>an expanded description</b> for each fact		
	3) provide a <b>concluding statement</b> or section		
5	Within a student-generated artifact, writes words to do <b>all four</b> of the following:		
	1) <b>introduce</b> the topic from an informative/explanatory text,		
	2) use <b>four</b> facts and <b>writes an expanded description</b> for each fact		
	3) <b>begin</b> to <b>group related facts</b> together		
	4) provide a <b>concluding statement</b> or section		
6	Within a student-generated artifact, writes words to do <b>all four</b> of the following:		
	1) <b>introduce</b> the topic from an informative/explanatory text,		
	2) use <b>five</b> facts and <b>writes an expanded description</b> for each fact		
	3) <u>often</u> group related facts together		
L	4) provide a <b>concluding statement</b> or section		
7	Within a student-generated artifact, writes words to do <b>all four</b> of the following:		
1	1) <b>introduce</b> the topic from an informative/explanatory text		
	2) use <b>five</b> facts and writes an expanded description for each fact		
	3) use linking words and phrases to connect ideas within categories of information		
	4) provide a <b>concluding statement</b> or section		

## Second Grade ELA Informational Scoring Rubric Option B: Describe the connections within a text

There are 3 integrated standards for this option:			
1)	-	ord analysis skills when encoding words; write legibly	
2)	<b>2.RI.KID.3</b> Describe the connections between a series		
_,	process in a text		
3)	<b>2.W.TTP.2</b> Write informative/explanatory texts by a) i	ntroducing a topic: b) using facts and definitions to	
3)	provide information; and c) providing a concluding st		
1)			
1)	2.FL.WC.4: Know and apply grade-level phonics and wor ring Notes: 2.FL.WC.4 measures the extent to which the student's	This rubric should not be viewed as a checklist. Student writing should be	
	ity to write with conventional spelling for one-syllable words (including	measured for the preponderance of evidence.	
	ition-based patterns, complex consonant blends, less common vowel	Prompting and support are not written within the standard; therefore,	
	ms for long vowels, vowel-r combinations, contractions, homophones,	this scoring rubric measures the student's <b>independent</b> approach to	
plu	rals, and possessives) is moving toward more advanced use of spelling	using words and/or pictures to express an idea. Level 3 performance	
pat	terns and generalizations in writing multisyllabic words.	level represents end-of-grade expectations. Educators should utilize	
	Dolch and Fry lists of high-frequency words can be used as a support	developmentally appropriate practices that meet students where they are	
	en identifying conventional spelling of high-frequency words. The	developmentally and academically. Because of this, performance levels 6	
	nsfer of words from a word wall to a writing artifact does not	and 7 are <i>typically</i> utilized for student work that is scored at an advancing	
	nonstrate independence in writing with conventional spelling. chers should consider the level of independence with which the words	level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing	
	written when determining a performance level.	students to levels 6 and 7 at point B. Cases in which the student work	
		submitted does not match the standards measured for either point A,	
		point B, or both will result in a score of 1 for the differentiated group.	
0	Within an independent student artifact, the student writes one	-syllable words <b>inconsistently</b> or <b>inaccurately</b> when using the	
		patterns, VC, CVC, consonant digraphs, double letters, initial and	
	final consonant blends, and CVCe, common vowel teams, final	y, and/or r- controlled vowels.	
1	Within an independent student artifact, the student writes with	a combination of <b>most</b> of the following: one-syllable words with	
		aphs, double letters, initial and final consonant blends, and CVCe,	
	common vowel teams, final y, and/or r- controlled vowels, AND		
	Writes two-syllable words that end in -y or -ly, are compounds,	and/or have two closed syllables, <b>AND</b>	
2	at least half of the misspelled words are spelled phonetically.	a combination of <b>most</b> of the following: one-syllable words with	
2	•	÷ ,	
	common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r- controlled vowels, <b>AND</b>		
Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <b>AND</b>			
	all of the misspelled words are spelled phonetically.		
3	Within an independent student artifact, the student writes with	conventional spelling for all one-syllable words including	
	position-based patterns, complex consonant blends, less comm	non vowel teams for long vowels, vowel-r combinations,	
	contractions, homophones, plurals, and/or possessives, AND		
	does <b>not</b> use conventional spelling for most two-syllable words	s, but spells <b>all</b> of the misspelled two- or three-syllable words	
A	phonetically. Within an independent student artifact, the student writes with	all conventional coolling for all one cyllable words individia-	
4	Within an independent student artifact, the student writes with position-based patterns, complex consonant blends, less comm		
	contractions, homophones, plurals, and/or possessives, <b>AND</b>	חטה אטאיכו נכמוזוג זטו זטווא אטאיפוג, אטאיפויו גטוווטווומנוטווג,	
	uses conventional spelling for most two- syllable words con	taining combined syllable types, compounds, and common	
	prefixes and/or derivational suffixes.		
5		two-syllable words including position-based patterns, complex	
	consonant blends, less common vowel teams for long vowels, v		
	possessives containing combined syllable types, compounds, a	nd common prefixes and/or derivational suffixes, AND	
	uses conventional spelling for <b>most three-syllable</b> words.		
6	The student writes with conventional spelling for <b>all one-, two</b>		
		vowels, vowel-r combinations, contractions, homophones, plurals,	
	possessives containing combined syllable types, compounds, a		
7	The student writes with conventional spelling for <b>all one-, two</b>		
		vowels, vowel-r combinations, contractions, homophones, plurals,	
	possessives containing combined syllable types, compounds, a		
	uses generalizations and spelling patterns to generate words w	ith more than three syllables.	

#### Second Grade ELA Informational Scoring Rubric Option B: Describe the connections within a text

2)	2.RI.KID.3: Describe the connections between a series of historical events, scientific ideas, or steps in a process in
stu two info wo	a text. oring Notes: 2, RI.KID.3 measures the extent to which the ident's ability to describe connections and differences between to texts leads to a deeper understanding of the structures of formational/explanatory text. To move beyond level 3, the student ork evidence must increase in depth and cohesiveness as the ident begins to organize words in thoughtful and meaningful ways. He expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.
0	Within a student-generated artifact, the student writes sentences that <b>do not</b> describe any connections between a series of three historical events, scientific ideas, or steps in a process in a text.
1	Within a student-generated artifact, the student writes sentences to describe <b>one</b> connection between a series of three historical events, scientific ideas, or steps in a process in a text.
2	Within a student-generated artifact, the student writes sentences to describe <b>two</b> connections between a series of three historical events, scientific ideas, or steps in a process in a text.
3	Within a student-generated artifact, the student writes <b>cohesive</b> sentences to describe <b>three</b> connections between a series of three historical events, scientific ideas, or steps in a process in a text.
4	Within a student-generated artifact, the student writes <b>several cohesive</b> sentences to <b>thoroughly</b> describe <b>four</b> connections between a series of three historical events, scientific ideas, or steps in a process in a text.
5	Within a student-generated artifact, the student writes <b>several cohesive</b> sentences to <b>thoroughly</b> describe
	<b>five</b> connections between a series of three historical events, scientific ideas, or steps in a process in a text. <b>AND</b>
	provides a brief <b>explanation</b> of the corresponding relationship between them.
6	Within a student-generated artifact, the student writes <b>several cohesive</b> sentences to <b>thoroughly</b> describe <b>six</b> connections between a series of three historical events, scientific ideas, or steps in a process in a text. <b>AND</b>
	provides a brief <b>explanation</b> of the corresponding relationship between them <b>using one</b> of the following text structures: cause and effect, compare and contrast, problem-solution, or order-sequence.
7	Within a student-generated artifact, the student writes <b>several cohesive</b> sentences to <b>thoroughly</b> describe <b>six</b> connections between a series of three historical events, scientific ideas, or steps in a process in a text <b>AND</b>
	uses language that pertains to <b>time and sequence</b> AND
	provides a brief <b>explanation</b> of the corresponding relationship between them <b>using more than one</b> of the following text structures: cause and effect, compare and contrast, problem-solution, or order-sequence.

# Second Grade ELA Informational Scoring Rubric Option B: Describe the connections within a text

3)	3) 2.W.TTP.2: Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions to provide			
information; and c) providing a concluding statement or section.				
stu tov inti evi inti not tha <b>int</b> dec use and	<ul> <li>Level 3 Performance Level represents end-of-grade expectations.</li> <li>Level 3 Performance Level represents end-of-grade expectations.</li> <li>Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically.</li> <li>Because of this, performance levels 6 and 7 are <i>typically</i> utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.</li> </ul>			
0	Within a student-generated artifact, writes words that do <b>not</b> do all three of the following:			
	1) <b>name</b> the topic from an informative/explanatory text			
	2) use <b>at least one</b> fact <b>without</b> any expanded descriptions			
	3) may or may not provide a concluding statement or section			
1	Within a student-generated artifact, writes words to do <b>all three</b> of the following:			
	1) <b>name</b> the topic from an informative/explanatory text,			
	2) use <b>at least one</b> fact <b>without</b> any expanded descriptions			
	3) may or may not provide a concluding statement or section			
2	Within a student-generated artifact, writes words to do <b>all three</b> of the following:			
	1) <b>introduce</b> the topic from an informative/explanatory text,			
	2) use <b>at least two</b> facts and writes <b>an expanded description</b> for <b>one</b> fact			
	3) provide a <b>concluding statement</b> or section			
3	Within a student-generated artifact, writes words to do <b>all three</b> of the following:			
	1) <b>introduce</b> the topic from an informative/explanatory text			
	2) use <b>three</b> facts and writes <b>an expanded description</b> for each fact			
	3) provide a <b>concluding statement</b> or section			
4	Within a student-generated artifact, writes words to do <b>all three</b> of the following:			
	1) <b>introduce</b> the topic from an informative/explanatory text			
	2) use <b>four</b> facts and writes <b>an expanded description</b> for each fact			
	3) provide a <b>concluding statement</b> or section			
5	Within a student-generated artifact, writes words to do <b>all four</b> of the following:			
	1) <b>introduce</b> the topic from an informative/explanatory text			
	2) uses <b>four</b> facts and <b>writes an expanded description</b> for each fact			
	3) <b>begins</b> to <b>group related facts</b> together			
_	4) provides a <b>concluding statement</b> or section			
6	Within a student-generated artifact, writes words to do <b>all four</b> of the following:			
	1) <b>introduce</b> the topic from an informative/explanatory text			
	2) use <b>five</b> facts and writes an expanded description for each fact			
	3) <u>often</u> groups related facts together 4) provide a <b>concluding statement</b> or section			
7	Within a student-generated artifact, writes words to do <b>all four</b> of the following:			
Ĺ	1) <b>introduce</b> the topic from an informative/explanatory text			
	2) uses <b>five</b> facts and writes an expanded description for each fact			
	3) uses linking words and phrases to connect ideas within categories of information			
	4) provides a <b>concluding statement</b> or section			
L	-, provides a concluding statement of section			

#### Second Grade ELA Informational Scoring Rubric Option C: Identify the main topic of a multi-paragraph text

<ol> <li>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write level</li> <li>2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs a text</li> <li>2.W.TTP.2 Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions</li> </ol>				
a text	within			
a text				
2) 2 W TTD 2 W/rite informative/explanatory toyte by a) introducing a topicy b) using facts and definitions				
3) <b>2.W.TTP.2</b> Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions	to			
provide information; and c) providing a concluding statement or section				
1) 2.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibl	v			
Scoring Notes: 2.FL.WC.4 measures the extent to which the student's Prompting and support are not written within the standard; the				
ability to write with conventional spelling for one-syllable words (including this scoring rubric measures the student's <b>independent</b> approx				
position-based patterns, complex consonant blends, less common vowel using words and/or pictures to express an idea. <b>Level 3 performance</b>				
teams for long vowels, vowel-r combinations, contractions, homophones, level represents end-of-grade expectations. Educators should utilize				
plurals, and possessives) is moving toward more advanced use of spelling developmentally appropriate practices that meet students where they are				
patterns and generalizations in writing multisyllabic words. developmentally and academically. Because of this, performance				
The Dolch and Fry lists of high-frequency words can be used as a support and 7 are <i>typically</i> utilized for student work that is scored at an				
when identifying conventional spelling of high-frequency words. The level at point A because the expectations are beyond grade-level				
transfer of words from a word wall to a writing artifact does not expectations. However, educators will not be penalized for grow	-			
demonstrate independence in writing with conventional spelling. Teachers should consider the level of independence with which the words				
This rubric should not be viewed as a checklist. Student writing should be measured for the preponderance of evidence.				
<b>0</b> Within an independent student artifact, the student writes one-syllable words <b>inconsistently</b> or <b>inaccurately</b> when using following one cyllable words with common concernent shellowing one cyllable words with common concernent shellowing one cyllable words with common concernent shellowing one cyllable words in the common concernent shellowing one cyllable words in the cyllable words with common concernent shellowing one cyllable words in the cyllable words in the cyllable words with common concernent shellowing one cyllable words in the cyllable words in the cyllable words with common concernent shellowing one cyllable words in the cyllable words in the cyllable words with common concernent shellowing one cyllable words in the cyllable words with common concernent shellowing one cyllable words in the cyllable words with common concernent shellowing one cyllable words with common concernent shellowing one cyllable words in the cyllable words with common concernent shellowing one cyllable words in the cyllable words with common concernent shellowing one cyllable words in the cyllable words with common concernent shellowing one cyllable words with common common common concernent shellowing one cyllable words with common concern	-			
following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, ini final consonant blends, and CVCe, common vowel teams, final y, and/or r- controlled vowels.	udi dhu			
<ul> <li>Within an independent student artifact, the student writes with a combination of most of the following: one-syllable wor</li> </ul>	dc with			
common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, an				
common vowel teams, final y, and/or r- controlled vowels, <b>AND</b>	u cvce,			
Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <b>AND</b>				
<b>at least half</b> of the misspelled words are spelled phonetically.				
<ul> <li>Within an independent student artifact, the student writes with a combination of most of the following: one-syllable wor</li> </ul>	ds with			
common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe,				
common vowel teams, final y, and/or r- controlled vowels, <b>AND</b>				
Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND				
all of the misspelled words are spelled phonetically.				
Within an independent student artifact, the student writes with conventional spelling for all one-syllable words including				
position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations,				
contractions, homophones, plurals, and/or possessives, <b>AND</b>				
does <b>not</b> use conventional spelling for most two-syllable words, but spells <b>all</b> of the misspelled two- or three-syllable wo	rds			
phonetically.				
4 Within an independent student artifact, the student writes with all conventional spelling for all one-syllable words includ	ng			
position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations,				
contractions, homophones, plurals, and/or possessives, <b>AND</b>	2			
uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and commo prefixes and/or derivational suffixes.	11			
<ul> <li>5 The student writes with conventional spelling for all one- and two-syllable words including position-based patterns, co</li> </ul>	mploy			
consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals				
possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, AND				
uses conventional spelling for <b>most three-syllable</b> words.				
<ul> <li>6 The student writes with conventional spelling for all one-, two- and three-syllable words including position-based patt</li> </ul>	erns.			
complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophone				
possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.	, 1			
7 The student writes with conventional spelling for <b>all one-, two- and three-syllable words</b> including position-based patt	erns,			
complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophone				
	- '			
possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, AND				

## Second Grade ELA Informational Scoring Rubric Option C: Identify the main topic of a multi-paragraph text

2)						
Sci	text. Scoring Notes: The difference among the levels for 2.RI.KID.2 is the Level 3 performance level represents end-of-grade expectations.					
extent to which the student can identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within a text. Beyond level 3, the student work must show evidence of increased ability to not only identify the main topic, but also determine the focus of additional paragraphs, which requires determining what is important.		ators should utilize developmentally appropriate practices that t students where they are developmentally and academically. use of this, performance levels 6 and 7 are <i>typically</i> utilized for ent work that is scored at an advancing level at point A because expectations are beyond grade-level expectations. However, sators will not be penalized for growing students to levels 6 and 7 bint B. Cases in which the student work submitted does not the standards measured for either point A, point B, or both result in a score of 1 for the differentiated group.				
0	Within a student-generated artifact, the student writes a <b>s</b>	entence or sentences that correctly do none of the				
	following:					
	1) identify the main topic of a text with multiple paragraph	S				
2) identify the focus of <b>one</b> paragraph within the same text						
1						
	following:					
	1) identify the main topic of a text with multiple paragraph	S				
	2) identify the focus of <b>one</b> paragraph within the same tex	xt				
2	2 Within a student-generated artifact, the student writes col	nesive <b>sentences</b> to correctly do <b>both</b> of the				
	following:					
	1) identify the main topic of a text with multiple paragraphs					
	2) identify the focus of <b>one</b> paragraph within the same tex	xt				
3						
	following:					
	1) identify the main topic of a text with multiple paragraphs					
	2) identify the focus of <b>more than one</b> paragraph within t	he same text				
4	Within a student-generated artifact, the student writes col	nesive <b>sentences</b> to correctly do <b>all three</b> of the				
	following:					
	1) identify the main topic of a text with multiple paragraphs					
	2) identify the focus of <b>more than one</b> paragraph within the same text					
	3) include <b>two</b> key details to support the focus of the chos					
5						
	following:					
	1) identify the main topic of a text with multiple paragraph					
	2) identify the focus of <b>more than one</b> paragraph within the same text					
_	3) include <b>three</b> key details to support the focus of the cho					
6	Within a stadent generated a that, the stadent whites at	east <b>one</b> cohesive <b>paragraph</b> that correctly does				
	all three of the following:					
	1) <b>explain</b> the main idea of the text					
	2) recount <b>four</b> key details	nulti naragranh taut				
7	3) explain <b>how</b> the key details support the main idea of a r					
7	Within a stadent generated a that, the stadent writes ine	<b>Intiple</b> conesive <b>paragraphs</b> that correctly do <b>both</b>				
	of the following:	dep and the focus				
	1) <b>thoroughly</b> explain the relationship between the main					
L	2) recount <b>at least four</b> key details of a multi-paragraph te	Ontion C: 2 RI KID 2: Page 2/3				

Option C: 2.RI.KID.2: Page 2/3

# Second Grade ELA Informational Scoring Rubric Option C: Identify the main topic of a multi-paragraph text

3)					
Sc	information; and c) providing a concluding statement or section. Scoring Notes: 2.W.TTP.2 measures the extent to which the Level 3 Performance Level represents end-of-grade expectations.				
	dent's ability to write an informational/explanatory text is moving Educators should utilize developmentally appropriate practices that				
toward providing information in more explicit, formal ways. To meet students where they are developmentally and academically.					
introduce a topic means that the student writing artifact shows Because of this, performance levels 6 and 7 are <i>typically</i> utilized for					
evidence that the student writer deliberately writes words to introduce the topic in natural and authentic ways. This standard does the expectations are beyond grade-level expectations. However,					
not refer to "prompting and support;" therefore, it is the expectation educators will not be penalized for growing students to levels 6 an					
	that students begin to demonstrate their ability to share information at point B. Cases in which the student work submitted does not match				
	independently through writing. The student should make the the standards measured for either point A, point B, or both will result				
	decisions on the combination of facts and definitions that will be in a score of 1 for the differentiated group. used in their writing according to the information they want to share,				
	and the naming of the topic and inclusion of the concluding				
	tement or section should be student generated as well.				
0	<b>0</b> Within a student-generated artifact, writes words that do <b>not</b> do all three of the following:				
	1) <b>name</b> the topic from an informative/explanatory text,				
	2) use <b>at least one</b> fact <b>without</b> any expanded descriptions				
	3) may or may not provide a concluding statement or section				
1	Within a student-generated artifact, writes words to do <b>all three</b> of the following:				
	1) <b>name</b> the topic from an informative/explanatory text				
	2) use <b>at least one</b> fact <b>without</b> any expanded descriptions				
_	3) may or may not provide a concluding statement or section				
2					
	1) <b>introduce</b> the topic from an informative/explanatory text				
	2) use <b>at least two</b> facts and writes <b>an expanded description</b> for <b>one</b> fact				
-	3) provide a <b>concluding statement</b> or section				
3					
	1) <b>introduce</b> the topic from an informative/explanatory text				
	<ol> <li>use three facts and writes an expanded description for each fact</li> <li>provide a concluding statement or section</li> </ol>				
4					
-	Within a student-generated artifact, writes words to do <b>all three</b> of the following:				
	<ol> <li>introduce the topic from an informative/explanatory text</li> <li>use four facts and writes an expanded description for each fact</li> </ol>				
	3) provide a <b>concluding statement</b> or section				
5	Within a student-generated artifact, writes words to do <b>all four</b> of the following:				
	1) <b>introduce</b> the topic from an informative/explanatory text				
	2) use <b>four</b> facts and <b>writes an expanded description</b> for each fact				
	3) <b>begin</b> to <b>group related facts</b> together				
	4) provide a <b>concluding statement</b> or section				
6	Within a student-generated artifact, writes words to do <b>all four</b> of the following:				
	1) <b>introduce</b> the topic from an informative/explanatory text				
	2) use <b>five</b> facts and writes an expanded description for each fact				
	3) <u>often</u> groups related facts together				
	4) provide a <b>concluding statement</b> or section				
7	Within a student-generated artifact, writes words to do <b>all four</b> of the following:				
	1) <b>introduce</b> the topic from an informative/explanatory text,				
	2) use <b>five</b> facts and writes an expanded description for each fact				
	3) <b>use linking words and phrases</b> to connect ideas within categories of information				
	4) provide a <b>concluding statement</b> or section.				