



**TEAM**  
**Student Growth Portfolio**  
**Rubric**  
**Second Grade**  
**ELA**



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

**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.RL.IK1.9** Compare and contrast two or more versions of the same story by different authors or different cultures
- 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.**

**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.

<b>0</b>	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.
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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, <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 <b>phonetically</b> .
<b>4</b>	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> uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.
<b>5</b>	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.
<b>6</b>	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>7</b>	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 1: Compare and contrast two different versions of the same story**

**2) 2.RL.IK1.9: Compare and contrast two or more versions of the same story by different authors or different cultures.**

**Scoring Notes:** 2.RL.IK1.9 measures the extent to which the student's ability to compare and contrast two or more versions of the same story by different authors or different cultures is moving towards a more descriptive piece of writing that contains multiple descriptions. The standard states, "two or more versions of the same story," but it is not intended to be only limited to similar stories, such as different versions of fairy tales. Similar ideas or themes in concept units can also be considered as two or more versions of the same story.

**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, 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.

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

**Option 1: Compare and contrast two different versions of the same story**

**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 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.

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.

**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.

<b>0</b>	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.
<b>1</b>	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, <u>and</u> at least one feeling of one character <b>AND</b> provides a sense of closure.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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 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.
<b>6</b>	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 one character</b> to at least two different situations; <b>AND</b> provides a sense of closure.
<b>7</b>	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**

**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.RL.KID.3** 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

**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.

<b>0</b>	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.
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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, <b>AND</b> <b>does not</b> use conventional spelling for most two-syllable words, but spells <b>all</b> of the misspelled two- or three-syllable words <b>phonetically</b> .
<b>4</b>	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> uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.
<b>5</b>	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.
<b>6</b>	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>7</b>	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 extent to which the student's ability to describe the characters, setting, and events is moving toward not only describing the central ideas or themes in text, but also analyzing their development through the supporting details and ideas. To move beyond level 4, the student writing artifact must show evidence of how the characters respond to the events, which indicates deeper comprehension. The extent to which students can explain the character reactions to not only events, but also challenges, determines the performance levels above level 5.

**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.

<b>0</b>	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that <b>do not</b> include all three of the following: 1) at least <b>two</b> characters with <b>one</b> detail about each 2) <b>one</b> details about the setting (time OR place) 3) sequence <b>three</b> major events with at least <b>three</b> details in a narrative text
<b>1</b>	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include <b>all three</b> of the following: 1) at least <b>two</b> characters with <b>one</b> detail about each 2) <b>one</b> details about the setting (time OR place) 3) sequence <b>three</b> major events with at least <b>three</b> details in a narrative text
<b>2</b>	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include <b>all three</b> of the following: 1) at least <b>two</b> characters with <b>one</b> detail about each 2) <b>two</b> details about the setting (time AND place) 3) <b>describes how both characters respond</b> , with words and actions, to three major events with three details in a narrative text
<b>3</b>	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include <b>all three</b> of the following: 1) at least <b>two</b> characters with <b>one</b> detail about each 2) <b>two</b> details about the setting (time AND place) 3) <b>describes how both characters respond</b> , with words and actions, to three major events with three details and <b>one major challenge</b> in a narrative text
<b>4</b>	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include <b>all three</b> of the following: 1) at least <b>two</b> characters with <b>one</b> detail about each 2) <b>two</b> details about the setting (time AND place) 3) <b>describes how both characters respond</b> , with words and actions, to three major events with three details and <b>two major challenges</b> in a narrative text
<b>5</b>	Within a student-generated artifact, orally or in writing, the student <b>describes the traits of at least two major characters</b> in a narrative text <b>AND</b> explains at least <b>one</b> way in which each character influences the sequence of events in a narrative text.
<b>6</b>	Within a student-generated artifact, orally or in writing, the student <b>describes the traits of at least two major characters</b> in a narrative text, <b>AND</b> explains at least <b>two</b> ways in which each character influences the sequence of events in a narrative text, <b>AND</b> provides <b>one</b> piece of evidence from the text to support the explanation.
<b>7</b>	Within a student-generated artifact, orally or in writing, the student <b>describes the traits of at least two major characters</b> in a narrative text, <b>AND</b> explain at least <b>three</b> ways in which each character influences the sequence of events in a narrative text, <b>AND</b> provides at least <b>two</b> pieces of evidence from the text to support the explanation.



**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.**

<p><b>Scoring Notes: 2.W.TTP.3</b> 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.</p> <p>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.</p>	<p><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.</p>
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<b>0</b>	<p>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.</p>
<b>1</b>	<p>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, <u>and</u> at least one feeling of one character <b>AND</b> provides a sense of closure.</p>
<b>2</b>	<p>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.</p>
<b>3</b>	<p>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.</p>
<b>4</b>	<p>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.</p>
<b>5</b>	<p>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 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.</p>
<b>6</b>	<p>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 one character</b> to at least two different situations; <b>AND</b> provides a sense of closure.</p>
<b>7</b>	<p>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.</p>



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

**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.RL.KID.2** 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.**

**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.

<b>0</b>	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.
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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, <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 <b>phonetically</b> .
<b>4</b>	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> uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.
<b>5</b>	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.
<b>6</b>	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>7</b>	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 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 lesson or moral.

**Scoring Notes: 2.RL.KID.2** measures the extent to which the student's ability to describe the characters, setting, and events in a writing artifact is moving toward not only describing the central ideas or themes in text but also analyzing their development through the supporting details and ideas. To move beyond level 4, the student writing artifact must have additional details about the central message, lesson, or moral.

**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.

<b>0</b>	<p>Within a student-generated artifact, the student writes words to <b>recount</b> stories, including fables and folktales from diverse cultures, <b>without all</b> of the following:</p> <ol style="list-style-type: none"> <li>1) <b>one or two</b> time order words</li> <li>2) <b>one</b> key details from the beginning, <b>one</b> key detail from the middle, and <b>one</b> key detail from the end</li> </ol>
<b>1</b>	<p>Within a student-generated artifact, the student writes words to <b>recount</b> stories, including fables and folktales from diverse cultures, with <b>all</b> of the following:</p> <ol style="list-style-type: none"> <li>1) <b>one or two</b> time order words</li> <li>2) <b>one</b> key detail from the beginning, <b>one</b> key detail from the middle, and <b>one</b> key detail from the end</li> </ol>
<b>2</b>	<p>Within a student-generated artifact, the student writes words to <b>recount</b> stories, including fables and folktales from diverse cultures, with <b>all</b> of the following:</p> <ol style="list-style-type: none"> <li>1) <b>three</b> time order words</li> <li>2) <b>two</b> key details from the beginning, <b>two</b> key details from the middle, and <b>two</b> key details from the end</li> <li>3) the <b>central message, lesson, or moral</b></li> </ol>
<b>3</b>	<p>Within a student-generated artifact, the student writes words to <b>recount</b> stories, including fables and folktales from diverse cultures, with all of the following:</p> <ol style="list-style-type: none"> <li>1) <b>three</b> time order words</li> <li>2) <b>three</b> key details from the beginning, <b>three</b> key details from the middle, and <b>three</b> key details from the end</li> <li>3) the central message, lesson, or moral and <b>why</b> the message, lesson, or moral is significant</li> </ol>
<b>4</b>	<p>Within a student-generated artifact, the student writes words to <b>recount</b> stories, including fables and folktales from diverse cultures, with all of the following:</p> <ol style="list-style-type: none"> <li>1) <b>four</b> time order words</li> <li>2) <b>three</b> key details from the beginning, <b>three</b> key details from the middle, and <b>three</b> key details from the end</li> <li>3) the central message, lesson, or moral and <b>why</b> the message, lesson, or moral is significant</li> </ol>
<b>5</b>	<p>Within a student-generated artifact, the student writes words to <b>recount</b> stories, including fables and folktales from diverse cultures, with all of the following:</p> <ol style="list-style-type: none"> <li>1) <b>four</b> time order words</li> <li>2) <b>three</b> key details from the beginning, <b>three</b> key details from the middle, and <b>three</b> key details from the end</li> <li>3) the central message, lesson, or moral and <b>two reasons why</b> the message, lesson, or moral is significant</li> </ol>
<b>6</b>	<p>Within a student-generated artifact, the student writes words to <b>recount</b> stories, including fables and folktales from diverse cultures, with all of the following:</p> <ol style="list-style-type: none"> <li>1) <b>four</b> time order words</li> <li>2) <b>three</b> key details from the beginning, <b>three</b> key details from the middle, and <b>three</b> key details from the end</li> <li>3) the central message, lesson, or moral and <b>two reasons why</b> the message, lesson, or moral is significant</li> <li>4) and an explanation of how it is conveyed through key details in the text by providing <b>one</b> piece of evidence from the text</li> </ol>
<b>7</b>	<p>Within a student-generated artifact, the student writes words to <b>recount</b> stories, including fables and folktales from diverse cultures, with all of the following:</p> <ol style="list-style-type: none"> <li>1) <b>four</b> time order words</li> <li>2) <b>three</b> key details from the beginning, <b>three</b> key details from the middle, and <b>three</b> key details from the end</li> <li>3) the central message, lesson, or moral and <b>two reasons why</b> the message, lesson, or moral is significant</li> <li>4) and an explanation of how it is conveyed through key details in the text by providing <b>two</b> pieces of evidence from the text</li> </ol>

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

**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, 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 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.

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.

**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.

<b>0</b>	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.
<b>1</b>	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, <u>and</u> at least one feeling of one character <b>AND</b> provides a sense of closure.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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 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.
<b>6</b>	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 one character</b> to at least two different situations; <b>AND</b> provides a sense of closure.
<b>7</b>	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 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.

<b>0</b>	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.
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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, <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 <b>phonetically</b> .
<b>4</b>	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> uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.
<b>5</b>	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.
<b>6</b>	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>7</b>	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 Informational Scoring Rubric**  
**Option A: Compare and contrast two texts on the same topic**

**2) 2.RI.IK1.9: Compare and contrast the most important points presented by two texts on the same topic.**

**Scoring Notes:** 2.RI.IK1.9 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.

<b>0</b>	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.
<b>1</b>	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>one or two</b> ways the most important points presented by two texts on the same topic.
<b>2</b>	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.
<b>3</b>	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. <b>AND</b> provides <b>one key detail</b> about the most important points.
<b>4</b>	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. <b>AND</b> provides <b>one key detail</b> about the most important points.
<b>5</b>	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>more than four</b> ways the most important points presented by two texts on the same topic. <b>AND</b> provides <b>two key details</b> about the most important points.
<b>6</b>	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>more than four</b> ways the most important points presented by two texts on the same topic. <b>AND</b> provides <b>three key details</b> about the most important points.
<b>7</b>	Within a student-generated artifact, the student writes explanatory text that compares <b>and</b> contrasts in <b>more than four</b> ways the most important points presented by two texts on the same topic. <b>AND</b> 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) 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.**

**Scoring Notes:** 2.W.TTP.2 measures the extent to which the student's ability to write an informational/explanatory text is moving toward providing information in more explicit, formal ways. To introduce a topic means that the student writing artifact shows evidence that the student writer deliberately writes words to introduce the topic in natural and authentic ways. This standard does not refer to "prompting and support;" therefore, it is the expectation that students begin to demonstrate their ability to share information **independently** through writing. The student should make the decisions on the combination of facts and definitions that will be used in their writing according to the information they want to share, and the naming of the topic and inclusion of the concluding statement or section should be student generated as well.

**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.

<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) <b>may or may not</b> provide a <b>concluding statement</b> or section
<b>1</b>	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) <b>may or may not</b> provide a <b>concluding statement</b> or section
<b>2</b>	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 an <b>expanded description</b> for <b>one</b> fact 3) provide a <b>concluding statement</b> or section
<b>3</b>	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 an <b>expanded description</b> for each fact 3) provide a <b>concluding statement</b> or section
<b>4</b>	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 an <b>expanded description</b> for each fact 3) provide a <b>concluding statement</b> or section
<b>5</b>	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
<b>6</b>	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) <b>often</b> <b>group related facts</b> together 4) provide a <b>concluding statement</b> or section
<b>7</b>	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



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

**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.KID.3** Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text
- 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.

<b>0</b>	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.
<b>1</b>	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 at least half</b> of the misspelled words are spelled phonetically.
<b>2</b>	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 all</b> of the misspelled words are spelled phonetically.
<b>3</b>	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, <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 <b>phonetically</b> .
<b>4</b>	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> uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.
<b>5</b>	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.
<b>6</b>	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>7</b>	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 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 a text.**

**Scoring Notes: 2, RI.KID.3** measures the extent to which the student's ability to describe connections and differences between two texts leads to a deeper understanding of the structures of informational/explanatory text. To move beyond level 3, the student work evidence must increase in depth and cohesiveness as the student begins to organize words in thoughtful and meaningful ways.

**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.

<b>0</b>	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.
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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.
<b>6</b>	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.
<b>7</b>	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> <b>AND</b> 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) 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.**

**Scoring Notes:** 2.W.TTP.2 measures the extent to which the student's ability to write an informational/explanatory text is moving toward providing information in more explicit, formal ways. To introduce a topic means that the student writing artifact shows evidence that the student writer deliberately writes words to introduce the topic in natural and authentic ways. This standard does not refer to "prompting and support;" therefore, it is the expectation that students begin to demonstrate their ability to share information **independently** through writing. The student should make the decisions on the combination of facts and definitions that will be used in their writing according to the information they want to share, and the naming of the topic and inclusion of the concluding statement or section should be student generated as well.

**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.

<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) <b>may or may not</b> provide a <b>concluding statement</b> or section
<b>1</b>	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) <b>may or may not</b> provide a <b>concluding statement</b> or section
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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>often</b> <b>groups related facts</b> together 4) provide a <b>concluding statement</b> or section
<b>7</b>	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>five</b> facts and writes an expanded description for each fact 3) <b>uses linking words and phrases</b> to connect ideas within categories of information 4) provides a <b>concluding statement</b> or section



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

**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.KID.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text
- 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.

<b>0</b>	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.
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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, <b>AND</b> <b>does not</b> use conventional spelling for most two-syllable words, but spells <b>all</b> of the misspelled two- or three-syllable words <b>phonetically</b> .
<b>4</b>	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> uses <b>conventional spelling</b> for <b>most two- syllable words</b> containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.
<b>5</b>	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.
<b>6</b>	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>7</b>	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 Informational Scoring Rubric**  
**Option C: Identify the main topic of a multi-paragraph text**

**2) 2.RI.KID.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.**

**Scoring Notes:** The difference among the levels for **2.RI.KID.2** is the 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.

**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.

<b>0</b>	Within a student-generated artifact, the student writes a <b>sentence or sentences</b> that correctly do <b>none</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 text
<b>1</b>	Within a student-generated artifact, the student writes cohesive <b>sentences</b> to correctly do <b>only one</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 text
<b>2</b>	Within a student-generated artifact, the student writes cohesive <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 text
<b>3</b>	Within a student-generated artifact, the student writes cohesive <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>more than one</b> paragraph within the same text
<b>4</b>	Within a student-generated artifact, the student writes cohesive <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 chosen paragraphs within the same text
<b>5</b>	Within a student-generated artifact, the student writes cohesive <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>three</b> key details to support the focus of the chosen paragraphs within the same text
<b>6</b>	Within a student-generated artifact, the student writes at least <b>one</b> cohesive <b>paragraph</b> that correctly does <b>all three</b> of the following: 1) <b>explain</b> the main idea of the text 2) recount <b>four</b> key details 3) explain <b>how</b> the key details support the main idea of a multi-paragraph text
<b>7</b>	Within a student-generated artifact, the student writes <b>multiple</b> cohesive <b>paragraphs</b> that correctly do <b>both</b> of the following: 1) <b>thoroughly</b> explain the relationship between the main idea and the focus 2) recount <b>at least four</b> key details of a multi-paragraph text



**Second Grade ELA Informational Scoring Rubric**

**Option C: Identify the main topic of a multi-paragraph text**

**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.**

**Scoring Notes:** 2.W.TTP.2 measures the extent to which the student's ability to write an informational/explanatory text is moving toward providing information in more explicit, formal ways. To introduce a topic means that the student writing artifact shows evidence that the student writer deliberately writes words to introduce the topic in natural and authentic ways. This standard does not refer to "prompting and support;" therefore, it is the expectation that students begin to demonstrate their ability to share information **independently** through writing. The student should make the decisions on the combination of facts and definitions that will be used in their writing according to the information they want to share, and the naming of the topic and inclusion of the concluding statement or section should be student generated as well.

**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.

<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) <b>may or may not</b> provide a <b>concluding statement</b> or section
<b>1</b>	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) <b>may or may not</b> provide a <b>concluding statement</b> or section
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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>often</b> <b>groups related facts</b> together 4) provide a <b>concluding statement</b> or section
<b>7</b>	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.