READING	
Questioning, Inference, and Interpretation	
Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • ask and answer such questions as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate text (RL.2.1; RI.2.1)	**Sample Activities:** The student will read a text and answer *who what where, when, why,* and *how* questions that are presented on index cards. After the questions are answered, the student will pair with another student and compare responses.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • answer, ask, detail, question, text **The student will perform basic processes, such as:** • answer teacher-provided questions such as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate text	**Sample Activities:** The student will use a *5 Ws and H* graphic organizer to record information about a specified text.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

READING		
Themes and Central Ideas		
Grade 2		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • determine the central message, lesson, or moral of stories from diverse cultures, including fables and folktales (RL.2.2) • describe the central idea of a multiparagraph grade-appropriate text, as well as the focus of specific paragraphs within the text (RI.2.2)	**Sample Activities:** After reading a self-selected fable or folktale, the student will complete a tri-fold paper activity. The student will fold a 9 x 11 inch piece of paper into thirds and label sections with the words: *Summary, Illustration, Moral*. The student will fill in the necessary information below each heading to demonstrate understanding of the text.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • central idea, culture, diverse, fable, focus, folktale, lesson, message, moral, paragraph, story, text **The student will perform basic processes, such as:** • recount grade-appropriate stories, including fables and folktales from diverse cultures (RL.2.2) • identify the central idea of a multiparagraph grade-appropriate text (RI.2.2) • recognize or recall the central message, lesson, or moral of grade-appropriate stories, including fables and folktales	**Sample Activities:** The student will use a hand-shaped template to capture the central idea and paragraph ideas of a text. After reading a teacher-determined text, the student will record the central idea on the palm of the hand and the focus of each paragraph on the fingers.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

READING	
Story Elements	
Grade 2	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	**The student will:** • describe how characters in a grade-appropriate story respond to major events and challenges (RL.2.3)	**Sample Activities:** The student will create game cards related to important story elements (i.e., setting, characters, problem, solution, theme, plot) and then participate in the game, as described at the following link: http://www.fcrr.org/studentactivities/c_008c.pdf
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • challenge, character, event, respond, story **The student will perform basic processes, such as:** • recognize or recall how characters in a grade-appropriate story respond to major events and challenges	**Sample Activities:** The student will participate in a small teacher-led discussion group to read different stories and then talk about the main events and/or challenges and the feelings or actions of the characters.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING
Connections
Grade 2

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a grade-appropriate text (RI.2.3)	**Sample Activities:** Students will work in groups of five to read an informational text. After reading the story, the students will decide on five key events to illustrate. Each student will draw a picture and write a statement that represents one of the events. In subsequent days, the teacher will read aloud the books that had been selected for this activity (or students might read them on their own). After reading the book, present listeners with the student-drawn illustrations. Post them *out of sequence* on a bulletin board and label them with the letter cards *a* to *e*. Have students write the order of the letters so that the pictures tell the events of the story in the correct sequence.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • concept, connection, event, idea, procedure, series, text **The student will perform basic processes, such as:** • map out the connections between a series of events, ideas, or steps in a grade-appropriate text using a teacher-provided template or graphic organizer	**Sample Activities:** The student will sequence a series of historical events on a time line after reading a teacher-selected informational text.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

READING
Use of Language
Grade 2

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a grade-appropriate story, poem, or song (RL.2.4) • distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*) in a grade-appropriate text (L.2.5b)	**Sample Activities:** Given groups of sentences with missing verbs or adjectives, the student will choose the most appropriate word (from a provided list of related words) to complete each sentence in the group.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • adjective, alliteration, beat, distinguish, meaning, poem, related, rhyme, rhythm, shade of meaning, song, story, text, verb **The student will perform basic processes, such as:** • identify examples of regular beats, alliteration, rhymes, and repeated lines in grade-appropriate stories, poems, or songs • use teacher-provided tools to determine the meanings of words and phrases in a grade-appropriate text	**Sample Activities:** In order to teach alliteration, the teacher will read the book *Look Who Lives in the Ocean*, by Allen Baker, and then ask students what they notice about the words in the story. The teacher guides the students to work as a class to craft a definition of alliteration and records the definition on chart paper. Students continue to expand their knowledge of alliteration by finding examples in classroom books and then adding these examples to a class list. Next, they practice revising sentences to include alliteration and then share their revisions with the class.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

READING		
Academic Vocabulary		
Grade 2		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area (RI.2.4) • use grade-appropriate words and phrases acquired through conversations, reading and being read to, and responding to a grade-appropriate text, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*) (L.2.6)	**Sample Activities:** Students will work in pairs to use a dictionary, glossary, or digital resource to determine the meaning of teacher-selected words with a text. Once the meaning is determined, Student A restates it and Student B paraphrases the meaning.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • adjective, adverb, conversation, meaning, respond, text **The student will perform basic processes, such as:** • recognize or recall the meaning of grade-appropriate general academic and domain-specific words and phrases	**Sample Activities:** The student will complete a matching exercise to identify the meaning of teacher-selected words within a text.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

READING	
Text Structures and Features	
Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	The student will: • describe the overall structure of a grade-appropriate story, including describing how the beginning introduces the story and the ending concludes the action (RL.2.5) • locate key facts or information in a grade-appropriate text efficiently using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) (RI.2.5)	**Sample Activities:** The teacher prepares sets of three cards that say: *Beginning, Middle, Ending*. The teacher reads a story to the class that has a clear beginning, middle, and ending. Students work in groups of three. Each student draws a card and is responsible for retelling the part of the story on the card. After students complete this activity, the teacher facilitates a discussion to solidify understanding of all three story parts.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • action, beginning, bold print, caption, conclude, electronic menu, ending, fact, glossary, icon, index, information, introduce, story, structure, subheading, text, text feature **The student will perform basic processes, such as:** • identify grade-appropriate examples of text structures (e.g., beginning, ending) • identify text features of grade-appropriate informational texts (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) (RI.2.5)	**Sample Activities:** Using teacher-prepared labels, the student will identify features such as captions, bold print, subheadings, and others within a grade-appropriate informational text.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	READING	
	Point of View	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • describe differences in the points of view of characters in a grade-appropriate text, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6) • describe the author's purpose in writing a grade-appropriate text, including the question or topic that the author wants to answer, explain, or describe (RI.2.6)	**Sample Activities:** The students work in small groups to read several teacher-selected informational texts. They work collaboratively to determine the author's purpose for writing the text and to provide justification for their decisions.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • answer, author, character, dialogue, point of view, purpose, question, topic **The student will perform basic processes, such as:** • identify what various characters are saying in a grade-appropriate story • recognize the author's purpose in writing a grade-appropriate text when provided with options	**Sample Activities:** The teacher reads an informational text to the students and facilitates a discussion about the author's purpose for writing the text. In the discussion, students identify details that support the author's purpose.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

READING
Visual/Auditory Media and Information Sources
Grade 2

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • use information gained from the illustrations and words in a print or digital grade-appropriate text to demonstrate understanding of its characters, setting, or plot (RL.2.7) • explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a grade-appropriate text (RI.2.7)	**Sample Activities:** The student will write text that corresponds to illustrations in a picture book and discuss the relationship between the text and pictures in conveying the characters, setting, and plot.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • character, clarify, diagram, digital, illustration, image, information, plot, print, setting, text **The student will perform basic processes, such as:** • describe the information provided by specific images in a grade-appropriate text	**Sample Activities:** The student will describe the character, setting, and plot by examining illustrations within a grade-appropriate text.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	READING	
	Argument and Reasoning	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • describe how reasons support specific points the author makes in a grade-appropriate text (RI.2.8)	**Sample Activities:** The student will identify words and phrases that support an author's view when given a grade-appropriate text.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • author, point, reason, support, text **The student will perform basic processes, such as:** • identify the reasons the author gives to support specific points in a grade-appropriate text	**Sample Activities:** The student will listen to a grade-appropriate text. After being provided the main points made by the author, the student will search the text to identify evidence that supports the main points.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

READING	
Literary Comparisons and Source Material	
Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • compare and contrast two or more versions of the same grade-appropriate story (e.g., Cinderella stories) by different authors or from different cultures (RL.2.9)	**Sample Activities:** The student will use graphic organizers, such as a T-chart or Venn diagram, to document how two versions of the same story are the same and how they are different.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • author, compare, contrast, culture, story, version **The student will perform basic processes, such as:** • recognize or recall differences between two or more versions of the same grade-appropriate story	**Sample Activities:** The teacher will prepare sentence strip sets with details from two versions of the same story (e.g., *The Three Little Pigs* and *The Three Little Javelinas*). The students will work in pairs to place the sentence strips under the correct story title.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

READING		
Rhetorical Criticism		
Grade 2		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • compare and contrast the most important points presented by two grade-appropriate texts on the same topic (RI.2.9)	**Sample Activities:** The student will read two texts on the same topic and will use a teacher-provided graphic to display common and text-specific key points. The teacher will display a key point on a white board. The student will copy the key point in the appropriate placeholder on the graphic organizer. After the teacher shares key points, the student will add key points of his/her own choosing to the graphic organizer.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • compare, contrast, point, text, topic **The student will perform basic processes, such as:** • identify the most important points in two grade-appropriate texts on the same topic	**Sample Activities:** The student will read two texts on the same topic. From a teacher-provided set of key points, the student will identify those that are related to both texts and those that are text-specific.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	READING	
	Fluency	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will read and comprehend grade-appropriate literature and informational text (RL.2.10; RI.2.10):** • read grade-appropriate text with purpose and understanding (RF.2.4a) • read grade-appropriate text orally with accuracy, appropriate rate, and expression on successive readings (RF.2.4b)	**Sample Activities:** The student will read a grade-appropriate passage of text. The teacher will ask probing questions that require the student to paraphrase the information. The student will practice reading a grade-appropriate passage of text (e.g., to a partner, in a recording device, with the teacher), then read the passage aloud to a small group or the whole class.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • accuracy, expression, informational, literature, orally, purpose, rate, text **The student will perform basic processes, such as:** • read below-grade-level text with purpose and understanding • read below-grade-level text orally with accuracy, appropriate rate, and expression on successive readings • read grade-appropriate literature and informational text using teacher-directed comprehension strategies (modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading)	**Sample Activities:** The student will read a below-grade-level passage of text. The teacher will ask probing questions that require the student to paraphrase the information. The student will use a coding system while reading grade-appropriate text: • Underline = unfamiliar word(s) • Circle = important information • ? = I don't understand or I have a question about this
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

READING FOUNDATIONS	
Phonics and Word Analysis	
Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will know and apply grade-level phonics and word analysis skills in decoding words (RF.2.3):** • decode regularly spelled two-syllable words with long vowels (RF.2.3c) • identify words with inconsistent but common spelling-sound correspondences (RF.2.3e) • read grade-appropriate irregularly spelled words (RF.2.3f)	**Sample Activities:** The student will work with a partner to read pairs of words that have common spellings, but different spelling-sound correspondence. The word pairs will be on notecards. Partner A will read the first word (card #1); partner B will read the corresponding word (card #2) (e.g., dive-give; roll-doll; head-seat).
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • correspondence, irregular, long vowel, regular, sound, syllable, word **The student will perform basic processes, such as:** • distinguish long and short vowels when reading regularly spelled one-syllable words (RF.2.3a) • recognize spelling-sound correspondences for additional common vowel teams (RF.2.3b) • recognize grade-appropriate irregularly spelled words (RF.2.3f)	**Sample Activities:** The student will read one-syllable words that have regularly spelled long or short vowel sounds (e.g., sat, late, eat, hit, like). The student will indicate, with an "L" or an "S" whether the vowel is long or short. The teacher will point to words posted on a Word Wall and ask students to pronounce the word.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	WRITING	
	Argumentative	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	The student will demonstrate the features of opinion writing (W.2.1): • introduce the topic or book they are writing about • state an opinion • supply reasons that support the opinion • use linking words (e.g., *because, and, also*) to connect opinion and reasons • provide a concluding statement or section	**Sample Activities:** The student will read a short grade-level text and write opinion statements about topics within the text. Additionally, the student will provide evidence within the text that supports the stated opinion(s). The student will select two or three sentences from a grade-level text and combine the sentences using linking words (e.g., because, and, also, but, then).
Score 2.0	The student will recognize or recall specific vocabulary, such as: • concluding statement, connect, introduce, linking, opinion, reason, support, topic **The student will perform basic processes, such as:** • complete a teacher-provided template to represent opinions	**Sample Activities:** The student will read an informational text and respond to a teacher-provided prompt (e.g., As I see it… In my opinion…) that requires the student to provide an opinion about a topic within the text.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	WRITING	
	Informative/Explanatory	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will demonstrate grade-appropriate features of informative/explanatory writing (W.2.2):** • introduce a topic • use facts and definitions to develop points • provide a concluding statement or section	**Sample Activities:** The student will analyze an informational text by using different colored highlighters to indicate the topic sentence, the detail sentences, and the concluding statement. The student will independently write a concluding section for a short text that is comprised of an introductory paragraph and a paragraph that provides details related to the topic.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • concluding statement, definition, fact, point, topic **The student will perform basic processes, such as:** • write informative/explanatory pieces using a teacher-provided template or graphic organizer	**Sample Activities:** The student will work with a partner to write a concluding statement for a paragraph that has a topic sentence and a few detail statements that support the topic sentence.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

WRITING
Narrative
Grade 2

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will write grade-appropriate narratives that (W.2.3):** • recount a well-elaborated event or short sequence of events • include details to describe actions, thoughts, and feelings • use temporal words to signal event order (e.g., *first, then, next*) • provide a sense of closure	**Sample Activities:** The student will use a timeline during prewriting to denote a sequence of events. Following the completion of the timeline, the student will write a narrative that overviews the events from the timeline. The teacher will provide the student with a narrative writing that has a beginning and middle, but no ending. The student will write an ending to the narrative that provides a sense of closure.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • action, closure, detail, elaborate, event, sequence, time order **The student will perform basic processes, such as:** • write narrative pieces using a teacher-provided template or graphic organizer	**Sample Activities:** The teacher will provide the student with a narrative writing template that has a placeholder for story elements such as characters, setting, beginning, middle, and ending. The student will use this template during prewriting and will refer to it while during the actual writing of the narrative.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

WRITING	
Revise and Edit	
Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will develop and strengthen grade-appropriate writing (e.g., focus on a topic, strengthen writing as needed) by (W.2.5):** • planning • revising • editing	**Sample Activities:** The teacher uses probing questions to prompt the student to note revision needs within his/her writing. The student makes changes to the writing based on the conference with the teacher.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • edit, plan, revise **The student will perform basic processes, such as:** • plan writing using a teacher-provided planning template or graphic organizer • revise and edit writing based on teacher and peer feedback	**Sample Activities:** The student completes an organizational template prior to writing, indicating such information as characters, setting, beginning, middle, and end of story.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

WRITING	
Technology	
Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • use a variety of digital tools to produce and publish grade-appropriate writing independently (W.2.6)	**Sample Activities:** The student will use digital tools and software (e.g., Microsoft Office Word, PowerPoint) to produce and publish writing. The student will create a multi-media presentation to communicate a grade-appropriate piece of writing. The student will use online clipart to enhance a grade-appropriate piece of writing.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • digital, independently, publish, technology, tool **The student will perform basic processes, such as:** • demonstrate the features of various grade-appropriate technologies (e.g., word processor)	**Sample Activities:** The student will use a word processor to publish a piece of writing. The student will use online clipart to enhance a teacher-provided piece of text.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

WRITING	
Research	
Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • demonstrate the features of grade-appropriate research writing (e.g., read a number of books on a single topic to produce a report; record science observations) (W.2.7)	**Sample Activities:** The teacher facilitates a discussion that results in a class list of interesting topics. Students work in small groups to generate questions related to a chosen or assigned topic. They complete the research process and compile their results in some manner to share with the class.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • observation, record, report, research, topic **The student will perform basic processes, such as:** • write grade-appropriate research pieces using a teacher-provided template or graphic organizer	**Sample Activities:** The student will research a chosen animal to find the answers to a set of teacher-provided questions. Answers to the questions will be recorded on a teacher-provided template.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	WRITING	
	Access and Organize Information	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • recall information from experiences or gather information from grade-appropriate sources to answer a self-generated question (W.2.8)	**Sample Activities:** Based on examining the cover of a nonfiction book about a specific topic (e.g., weather, mammals, the solar system), the student will generate a set of questions to be answered after reading the book.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • answer, experience, information, question, recall, source **The student will perform basic processes, such as:** • recall information from experiences or gather information from teacher-provided grade-appropriate sources to answer a self-generated question	**Sample Activities:** Based on examining the cover of a nonfiction book about a specific topic (e.g., weather, mammals, the solar system), the student will generate a question to be answered after listening to the teacher read the book.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

SPEAKING AND LISTENING	
Collaborative Discussions	
Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will participate in collaborative conversations with diverse partners about grade-appropriate topics and texts with peers and adults in small and larger groups (SL.2.1):** • build on others' talk in conversations by linking their comments to the remarks of others (SL.2.1b) • ask for clarification and further explanation as needed about the topics and texts under discussion (SL.2.1c)	**Sample Activities:** The teacher provides a list of sentence starters for students to use in conversation (e.g., *Based on Jordan's comment… I also think… Yes, and also…*). The student uses the provided list to contribute his/her ideas to the conversation.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • clarification, conversation, discussion, explanation, link, text, topic **The student will perform basic processes, such as:** • follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) (SL.2.1a)	**Sample Activities:** The student offers ideas for discussion rules to be followed. When the teacher provides an example of student behavior, the student identifies the rule being followed.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	SPEAKING AND LISTENING	
	Evaluate Presented Information	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • summarize key ideas or details from a grade-appropriate text read aloud or information presented orally or through other media (SL.2.2) • ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)	**Sample Activities:** Prior to a guest speaker, the student generates questions that may be answered during the presentation. After the presentation, the student writes an answer to any question that was addressed. Students work in pairs to share questions and answers and to deepen understanding of the topic.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • answer, ask, clarify, comprehension, detail, idea, information, issue, media, oral, question, summarize, text, topic **The student will perform basic processes, such as:** • identify key ideas or details in a grade-appropriate text read aloud or an oral presentation • answer teacher-provided questions about a grade-appropriate text read aloud or an oral presentation	**Sample Activities:** The student will listen to a presentation for the purpose of answering teacher-provided questions. After the presentation, students work in pairs to write answers to the questions.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

SPEAKING AND LISTENING	
Speech Writing	
Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • tell a grade-appropriate story or recount an experience with appropriate facts and relevant, descriptive details in an oral presentation (SL.2.4)	**Sample Activities:** The student will write about a personal experience; then describe the experience verbally to a classmate. The student will prepare an oral presentation to be shared with the class about teacher-determined topic (e.g., a famous inventor, an animal, a landform).The student may receive feedback regarding the presentation from classmates.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • descriptive, detail, experience, fact, oral, recount, relevant, story **The student will perform basic processes, such as:** • write a grade-appropriate speech using a teacher-provided graphic organizer or template	**Sample Activities:** The student will use a teacher-provided graphic organizer to write about a personal experience. After completing the graphic organizer, the student will use it to recount the experience to a classmate.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	SPEAKING AND LISTENING	
	Presentation and Delivery	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will demonstrate proper grade-appropriate oral presentation techniques:** • create audio recordings of stories or poems (SL.2.5) • add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings (SL.2.5) • produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)	**Sample Activities:** The student will create an audio recording of an original or teacher-provided story or poem. The recording is placed at a listening center for other students to access.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • audio, clarification, clarify, complete sentence, detail, feeling, idea, poem, story, task, visual **The student will perform basic processes, such as:** • speak audibly in coherent sentences (SL.2.4)	**Sample Activities:** The student will describe an experience (e.g., field trip, experiment, demonstration) to the teacher or another student.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

LANGUAGE	
Grammar	
Grade 2	

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.2.1):** • use collective nouns (e.g., *group*) (L.2.1a) • form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*) (L.2.1b) • use reflexive pronouns (e.g., *myself, ourselves*) (L.2.1c) • form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) (L.2.1d) • use adjectives and adverbs, and choose between them depending on what is to be modified (L.2.1e)	**Sample Activities:** The student will complete a matching set of singular nouns to irregular plural nouns. The student will write a paragraph related to an assigned topic in the present tense. Students will exchange paragraphs and rewrite the given paragraph using past tense verbs.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • adjective, adverb, collective, irregular, modify, noun, past tense, plural, reflexive pronoun, verb **The student will perform basic processes, such as:** • use grade-appropriate grammar in isolation	**Sample Activities:** The student will complete teacher-provided sentences with the appropriate plural form. *There were three (mouse) in the story.*
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	LANGUAGE	
	Sentences	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • produce, expand, and rearrange complete simple and compound grade-appropriate sentences in context (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*) (L.2.1f)	**Sample Activities:** Students will work in groups of three to produce, expand, and rearrange sentences. Each student draws a number. 1= produce a sentence; 2 = expand the sentence; 3 = rearrange the sentence. Students trade roles and continue the process.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • complete sentence, compound sentence, expand, produce, rearrange, simple sentence **The student will perform basic processes, such as:** • produce, expand, and rearrange complete simple and compound grade-appropriate sentences in isolation	**Sample Activities:** The teacher will provide a simple sentence for the student (e.g., *The dog sleeps on the rug*). The student will expand and rearrange the sentence (e.g., *The tired dog sleeps on the soft rug. The soft rug was comfortable for the tired dog.*)
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

LANGUAGE		
Capitalization and Punctuation		
Grade 2		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.2.2):** • capitalize holidays, product names, and geographic names (L.2.2a) • use commas in greetings and closings of letters (L.2.2b) • use an apostrophe to form contractions and frequently occurring possessives (L.2.2c)	**Sample Activities:** The student will use a highlighter to denote words that do not follow capitalization rules within a teacher-provided piece of text. The teacher will prepare numbered notecards displaying two words that can be made into a contraction and an "answer" document for the student. The student will write the correct contraction on the answer document next to the appropriate number.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • apostrophe, capitalize, closing, comma, contraction, greeting, possessive **The student will perform basic processes, such as:** • demonstrate the use of grade-appropriate conventions in isolation	**Sample Activities:** The teacher will provide a friendly letter to the student with multiple blank lines. The student will write an appropriate vocabulary word on a blank line (e.g., "greeting" next to the words Dear _____,).
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

	LANGUAGE	
	Spelling	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • generalize learned spelling patterns when writing words (L.2.2d) • consult reference materials, including beginning dictionaries, as needed to check and correct spellings (L.2.2e)	**Sample Activities:** The student will complete a writing task and identify words that *may* be spelled incorrectly. The student may check identified words against a word wall or consult another resource to ensure correct spelling.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • dictionary, generalize, pattern, reference, word **The student will perform basic processes, such as:** • spell grade-appropriate words correctly in isolation	**Sample Activities:** The student will correctly spell a set of words that follow the same spelling pattern (e.g., v-c-v, c-v-c, double consonant).
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

LANGUAGE
Language Conventions
Grade 2

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will use grade-appropriate knowledge of language and its conventions when writing, speaking, reading, or listening (L.2.3): • compare formal and informal uses of English (L.2.3a)	**Sample Activities:** The student will read two prepared conversations (one that uses formal English and one that uses informal). Students will work in pairs to identify and discuss similarities and differences between the two conversations.
Score 2.0	The student will recognize or recall specific vocabulary, such as: • compare, formal, informal The student will perform basic processes, such as: • identify examples of formal versus informal uses of English	**Sample Activities:** The student will use a white board to indicate whether examples of language are formal or informal. The teacher reads a sentence or phrase and the student writes "formal" or "informal" on the white board to indicate his/her understanding of language. Upon cue, the student holds up the white board.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

	LANGUAGE	
	Context Clues	
	Grade 2	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • use sentence-level context as a clue to the meaning of a grade-appropriate word or phrase (L.2.4a) • use context to confirm or self-correct word recognition and understanding (RF.2.4c)	**Sample Activities:** The student will read a teacher-provided paragraph and identify the meaning of a boldface word by using the surrounding context. The student will use a highlighter to identify helpful words within the sentence. The teacher will facilitate a discussion to allow students to share the highlighted words.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • clue, confirm, context, meaning, phrase, self-correct, sentence-level, word **The student will perform basic processes, such as:** • identify words that help to determine the meaning from context	**Sample Activities:** The student will follow along as the teacher reads a sentence that contains an unknown word. The student will use a highlighter to identify helpful words within the sentence. The teacher will facilitate a discussion to allow students to share the highlighted words.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

LANGUAGE		
Word Origins and Roots		
Grade 2		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • determine the meaning of the new grade-appropriate word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*) (L.2.4b) • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*) (L.2.4c) • use the knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*) (L.2.4d) • decode words with common prefixes and suffixes (RF.2.3d)	**Sample Activities:** The student will use understanding of common prefixes to tell the meaning of a new word (e.g., believable/unbelievable; new/renew; sense/nonsense). The student will complete if/then statements including known words and unknown words with the same root (e.g., If *addition* means _____, then *additional* means _____.).
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • clue, compound word, meaning, predict, prefix, root, suffix, word **The student will perform basic processes, such as:** • recognize or recall the meanings of grade-appropriate affixes and roots	**Sample Activities:** The student will use teacher-prepared notecards to match common prefixes with the appropriate meaning of the prefix (e.g., un = opposite of; pre = before; re = again).
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

LANGUAGE	
Reference Materials	
Grade 2	

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
Score 3.0	**The student will:** • use grade-appropriate glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)	**Sample Activities:** The students work in pairs to predict the meaning of grade-appropriate content specific words. After the prediction process is complete, students will use print or digital resources to affirm/correct the predicted meanings of words.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • clarify, dictionary, digital, glossary, meaning, phrase, print, word **The student will perform basic processes, such as:** • demonstrate the use of grade-appropriate glossaries or beginning dictionaries in isolation	**Sample Activities:** When reading grade-appropriate text, the student will use the glossary at the back of the textbook to look up and determine the meaning of words, as directed by the teacher.
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
Score 0.0	**Even with help, no success**	

LANGUAGE
Word Relationships
Grade 2

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • explain the real-life connections between grade-appropriate words and their use (e.g., describe foods that are *spicy* or *juicy*) (L.2.5a)		**Sample Activities:** After watching a media presentation on the life cycle of a frog, the student will generate a list of adjectives that appropriately describes the process. The teacher will facilitate a discussion that results in a class list of adjectives that describes the frog's life cycle.
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • connection, real-life, use, word **The student will perform basic processes, such as:** • identify examples of real-life connections between grade-appropriate words and their use (e.g., identify foods that are *spicy* or *juicy*)		**Sample Activities:** The student will provide describing words for teacher-provided nouns (e.g., orange = juicy; desert = dry).
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
Score 0.0	**Even with help, no success**		