

MORENO VALLEY UNIFIED SCHOOL DISTRICT

GRADING RUBRIC HANDBOOK GRADE 2

PROFESSIONAL DEVELOPMENT AND ELEMENTARY EDUCATION

OCTOBER 2015



“The mission of Moreno Valley Unified School District is to ensure all students graduate high school prepared to successfully enter higher education and/or pursue a viable career path.”

MVUSD Board Members

Gary E. Baugh, Ed. S., President
Cleveland Johnson, Vice President
Jesús M. Holguín, Clerk
Denise Fleming, Ed.D., Member
Patrick W. Kelleher, Member

Superintendent's Cabinet

Judy D. White, Ed.D., Superintendent of Schools
Martinrex Kedziora, Ed.D., Chief Academic Officer – Educational Services
Francine Story, Interim Chief Business Official – Business Services
Robert J. Verdi, Ed.D., Assistant Superintendent – Human Resources

“Excellence on Purpose”

TABLE OF CONTENTS

Foreword	2
Introduction	4
How to Use the Grading Rubric Handbook	6
2015 – 2016 Report of Student Learning	7
Frequently Asked Questions (FAQs)	8
<i>Performance Level Descriptors:</i>	
➤ Grade 2 ELA	12
➤ Grade 2 Math	16

Foreword:

A Word Regarding the Development of this Document

First, it is important to express deep gratitude to the many teachers who put in many hours to develop this *Grading Rubric Handbook*. There were over **forty-five** Grade 1-5 Teachers contributing to this project over the past year.

Second, it's important to archive our journey into developing a district-wide approach to grading. To begin, eight meetings were held during the 2014-2015 school year to develop the new report card (7/22/14, 7/24/15, 9/11/14, 9/25/14, 10/9/14, 5/20/15, 5/21/15, and 6/1/15). As the meetings ensued, the *Elementary Subject Advisory Council* decided early on to align the report card with the *Smarter Balanced* parent notification report. One of the biggest hurdles to overcome was dealing with the unknown. Now that *Smarter Balanced* has released the final parent report of progress called the "Student Score Report", we know how parents will be informed of their child's performance on California's annual assessments. A report card was developed and finalized by September 2015. It incorporates a standards-based grading system aligned to this "Student Score Report". Then, at least four meetings, beginning September 2015, were held where teachers came together to develop the *Grading Rubric Handbook*. Next, Grade 1-5 Teachers were trained at their sites to understand this new grading philosophy (standards-based), how to complete the report card on *Illuminate*, and then eventually learn how to build a grade book to address this new grading system.

The chart below outlines the entire project timeline:

Overall Report Card Project Timeline

Date	Event
July 2014	<ul style="list-style-type: none">Initial <i>Elementary Subject Advisory Council</i> meetings to discuss report cards
September 2014	<ul style="list-style-type: none">Report drafts were produced and revised at <i>Elementary Subject Advisory Council</i> meetings
October 2014	<ul style="list-style-type: none">Report cards was finalized at <i>Elementary Subject Advisory Council</i> meeting
November 2014	<ul style="list-style-type: none">Project was halted due to a lack of time to complete and gain consensus
April 2015	<ul style="list-style-type: none">MVEA and Educational Services met to make recommendations and revisions to Board policy pertaining to grading and reports of student learning.Revised policy was approved by the Board of Education
May-June 2015	<ul style="list-style-type: none">Report card revised as the new Smarter Balanced "Student Score Report" was published at <i>Elementary Subject Advisory Council</i> meetingsReport Card finalized

September 2015	<ul style="list-style-type: none"> • Develop grading rubric handbook <i>Elementary Subject Advisory Council</i> meetings • Progress reports go out using the current (“old”) forms
October 2015	<ul style="list-style-type: none"> • Rollout and training using <i>Illuminate</i> at Elementary School Sites
November 9-10, 2015	<ul style="list-style-type: none"> • Parent Teacher Conferences using the new Report Card (Report of Student Learning)
December 2015- June 2016	<ul style="list-style-type: none"> • Continue revising and updating the <i>Grading Rubric Handbook</i>.

Last, I want to personally thank everyone again for their hard work! We are moving towards an incredible beginning to the most highly-effective 21st century teaching and learning. Let’s embrace these opportunities with optimism!

Dr. Sue Buster, Director
Elementary Education
Professional Development

Introduction

In light of the Common Core State Standards (now the new “California Standards”) and Smarter Balanced assessments, the Moreno Valley Unified School District (MVUSD) saw the need for a new way to report student achievement in Grades 1 – 5. This presented MVUSD with the opportunity to make changes in light of research on standards-based grading.

Project History

On July 22, 2014, MVUSD’s Elementary Subject Advisory Committee met to create a path toward a new report card. This volunteer group of 45 classroom teachers then met, as a whole and in Grade Level subcommittees, on 9/11/14, 9/25/14, 10/9/14, 5/20/15, 5/21/15, 6/1/15, 8/25/15, 9/3/15, 9/15/15, and 9/22/15. Ultimately, the Subject Advisory Committee settled on matching the new Report Card to the Student Score Report from California Assessment of Student Performance and Progress (CAASPP – California’s new student assessment system). In Mathematics and English Language Arts, CAASPP reports a student’s achievement using a 4-point rubric: standard not met, standard nearly met, standard met, and standard exceeded. MVUSD calls these 4 categories “Performance Levels.”

Performance Levels

A Performance Level is a snapshot in time, showing the extent to which a student has mastered certain processes, skills, and concepts. Students receive a Performance Level for each domain (in Mathematics) or strand (in English Language Arts). Note that students do not receive an “overall” Performance Level (Grade) for each subject.

A “1” indicates the student has not met the standard, and needs *substantial* improvement; a “2” indicates the student has nearly met the standard, but needs further development; a “3” indicates the student has met the standard (and is cause for celebration!); and a “4” indicates the student has exceeded the standard, and demonstrates advanced progress toward college and career readiness.

Performance Level Descriptors

On 8/25/15, 9/3/15, 9/15/15, and 9/22/15, Grade Level Subcommittees of the Elementary Subject Advisory Committee met to write Performance Level Descriptors. These descriptors show *some* of the specific processes, skills, and concepts a student at one Performance Level might have vs. those at another level. These broader targets do not always include every standard, but rather identify some standards and combine others. **The purpose is not to identify what every standard would look like at every Performance Level.** Rather, they give a general sense of what achievement looks like from one level to the next.

Since not every standard is listed, these descriptors do not make up an isolated checklist of student achievement. Rather, the Standards are the checklist. It is important to remember, though, that skills alone do not distinguish between Performance Levels. In Mathematics, the *Standards for Mathematical Practice* may

make the difference between one level and another, and in English Language Arts the *Capacities of the Literate Individual* may guide a teacher to make distinctions between Performance Levels.

Traditional Grades vs. Standards-Based Grading

Standards-based grading often requires a philosophical shift for students, parents, and teachers. In general, under traditional letter grades, students earn a summative (final) grade in an overall subject by looking back at all their work, and averaging their grades in many areas. Under standards-based grading, students receive a grade by comparing their performance at the present time to the standards, in order to guide teaching and learning.

Traditional Grading	Standards-Based Grading
Reflects on the past	Reflects on the present
Is the average of performance over time	Is a snapshot in time
Uses a 100-point scale	Uses a 4-point scale
Grades (F, D, C, B, A) are unequally weighted	Uses equivalent intervals
Measures average achievement	Measures progress toward mastering standards
Might include non-academic factors	Only includes academic factors
Generally summative	Generally formative
Assignments and assessments are the target	The standards are the target

How to Use the Grading Rubric Handbook

By reflecting on sustained recent performance on the collection of standards within a domain or strand, the teacher determines the degree to which a student has mastered the portion of the standard taught to that moment. The teacher asks, “Does the student *presently* demonstrate these processes, skills, and concepts, to the extent I have taught them so far, with appropriate depth and complexity?” Optimally, teachers would meet with their Professional Learning Communities to a) establish fidelity to standards-based grading practices, and b) ensure consistency from teacher to teacher. The teacher then assigns a Performance Level to each domain or strand:

- 1: the student has not met the standard, and needs substantial improvement;
- 2: the student has nearly met the standard, but needs further development;
- 3: the student has met the standard (and is cause for celebration!);
- 4: the student has exceeded the standard, and demonstrates advanced progress toward college and career readiness.

In determining a Performance Level, the teacher considers not just the standards (at appropriate depth and complexity), but also college and career readiness. The *Standards for Mathematical Practice* and the *Capacities of the Literate Individual* may help teachers reflect on those critical components.

Teachers can also use the Performance Level Descriptors in this Handbook. These lists (Descriptors) do not always include every standard, but rather identify some standards and combine others. Therefore the Standards are the checklist, not the Performance Level Descriptors. Nonetheless, these Descriptors give a general sense of what achievement looks like from one level to the next. Teachers can examine the full Standards alongside these descriptors to see a fuller perspective on how to assign Performance Levels.

Not Assessed
Performance Levels

MORENO VALLEY UNIFIED SCHOOL DISTRICT
25634 Alessandro Blvd., Moreno Valley, CA 92553

Report of Student Learning
2015-16 School Year
Grades 1-5

<p>STUDENT NAME: <i>Bates, Cody</i></p> <p>STUDENT ID NUMBER: <i>9101XXXX</i></p> <p>TEACHER: <i>Mrs. Prescott</i></p> <p>GRADE: <i>2</i></p> <p>SCHOOL: <i>Cedar Bluff Elementary</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">PERFORMANCE LEVELS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>Grade Level Standard Exceeded</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Grade Level Standard Met</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Grade Level Standard Nearly Met</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Grade Level Standard Not Met</td> </tr> <tr> <td style="text-align: center;">NA</td> <td>Not Assessed</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Enrolled Less than 20 days</td> </tr> </tbody> </table>	PERFORMANCE LEVELS		4	Grade Level Standard Exceeded	3	Grade Level Standard Met	2	Grade Level Standard Nearly Met	1	Grade Level Standard Not Met	NA	Not Assessed	X	Enrolled Less than 20 days	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">EFFORT</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">O</td> <td>Outstanding</td> </tr> <tr> <td style="text-align: center;">S</td> <td>Satisfactory</td> </tr> <tr> <td style="text-align: center;">N</td> <td>Needs Improvement</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Enrolled Less than 20 Days</td> </tr> </tbody> </table>	EFFORT		O	Outstanding	S	Satisfactory	N	Needs Improvement	X	Enrolled Less than 20 Days
PERFORMANCE LEVELS																										
4	Grade Level Standard Exceeded																									
3	Grade Level Standard Met																									
2	Grade Level Standard Nearly Met																									
1	Grade Level Standard Not Met																									
NA	Not Assessed																									
X	Enrolled Less than 20 days																									
EFFORT																										
O	Outstanding																									
S	Satisfactory																									
N	Needs Improvement																									
X	Enrolled Less than 20 Days																									

ENGLISH LANGUAGE ARTS				MATHEMATICS			
READING		T1	T2	T3	MATHEMATICS		
Literature <small>Including fiction, History/Social Science, and Science</small>	3				Operations and Algebraic Thinking		
Informational Text <small>Including History/Social Science and Science</small>	NA				Number and Operations		
Foundational Skills	4						

Performance Level

The numeral 3 signifies the student has met the standards (taught thus far) for Grade 2: Literature, Trimester 1. Further explanation may be found in the Standards themselves, or in the Performance Level Descriptors at the back of this Handbook.

Strand

Report of Student Learning (Front Page)

2015 – 2016 School Year

Grades 1 – 5

MORENO VALLEY UNIFIED SCHOOL DISTRICT
25634 Alessandro Blvd., Moreno Valley, CA 92553

Report of Student Learning
2015-16 School Year
Grades 1-5

<p>STUDENT NAME:</p> <p>STUDENT ID NUMBER:</p> <p>TEACHER:</p> <p>GRADE:</p> <p>SCHOOL:</p>	<p>PERFORMANCE LEVELS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">4</td><td>Grade Level Standard Exceeded</td></tr> <tr><td style="text-align: center;">3</td><td>Grade Level Standard Met</td></tr> <tr><td style="text-align: center;">2</td><td>Grade Level Standard Nearly Met</td></tr> <tr><td style="text-align: center;">1</td><td>Grade Level Standard Not Met</td></tr> <tr><td style="text-align: center;">NA</td><td>Not Assessed</td></tr> <tr><td style="text-align: center;">X</td><td>Enrolled Less than 20 days</td></tr> </table>	4	Grade Level Standard Exceeded	3	Grade Level Standard Met	2	Grade Level Standard Nearly Met	1	Grade Level Standard Not Met	NA	Not Assessed	X	Enrolled Less than 20 days	<p>EFFORT</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">O</td><td>Outstanding</td></tr> <tr><td style="text-align: center;">S</td><td>Satisfactory</td></tr> <tr><td style="text-align: center;">N</td><td>Needs Improvement</td></tr> <tr><td style="text-align: center;">X</td><td>Enrolled Less than 20 Days</td></tr> </table>	O	Outstanding	S	Satisfactory	N	Needs Improvement	X	Enrolled Less than 20 Days
4	Grade Level Standard Exceeded																					
3	Grade Level Standard Met																					
2	Grade Level Standard Nearly Met																					
1	Grade Level Standard Not Met																					
NA	Not Assessed																					
X	Enrolled Less than 20 days																					
O	Outstanding																					
S	Satisfactory																					
N	Needs Improvement																					
X	Enrolled Less than 20 Days																					

ENGLISH LANGUAGE ARTS

READING	T1	T2	T3
Literature <small>Including fiction, History/Social Science, and Science</small>			
Informational Text <small>Including History/Social Science and Science</small>			
Foundational Skills			

WRITING	T1	T2	T3
Narrative Writing			
Informational Writing			
Opinion Writing			

LANGUAGE	T1	T2	T3
Conventions of Standard English			
Vocabulary Acquisition and Use			

SPEAKING & LISTENING	T1	T2	T3
Comprehension & Collaboration			
Presentation of Knowledge			

MATHEMATICS

MATHEMATICS	T1	T2	T3
Operations and Algebraic Thinking			
Number and Operations			
Measurement and Data			
Geometry			

INTEGRATED CURRICULAR AREAS

OVERALL EFFORT	T1	T2	T3
Science			
History-Social Science			
Physical Education/Health			
Visual/Performing Arts			



09/29/2015

Frequently Asked Questions

1. Q: Why are we moving from letter grades to Performance Levels in Grades 1 - 5?

A: The Common Core State Standards (the new “California Standards”) and the Smarter Balanced Assessments offered the opportunity to reexamine the way our 1st through 5th Grade teachers report grades. A growing body of research affirms the benefits of standards-based grading. As well, California Assessment of Student Performance and Progress (CAASPP) indicates student performance on a 4-point scale. Since parent letters from CAASPP will report scores using the numbers 1, 2, 3, and 4, MVUSD has decided to do so as well.

2. Q: What is the biggest difference between letter grades and numbered Performance Levels?

A: Letter grades show summative information regarding student performance on tests and assignments over a period of time. Performance Levels reveal formative (on-going) information of a student’s progress toward mastering a standard, in order to guide future instruction.

3. Q: What are the biggest benefits of moving from letter grades to Performance Levels?

A: Performance Levels highlight a target (a collection of standards), and give the parent, teacher, and student a clear picture of the student’s mastery of those standards. In addition, using Performance Levels will create consistency between District reports and State reports.

4. Q: What are Performance Levels anyway?

A: A Performance Level is a snapshot in time, comparing the student to the standard. Smarter Balance Assessment Consortium (SBAC) calls these “Reported Achievement Level Descriptors.”

5. Q: Aren’t Performance Levels just “numbered” grades?

A: No. Grades, in many cases, show averaged performance over time, and over a broad collection of standards. Performance Levels reveal student mastery of a few like standards presently. For example, imagine a student scores the following on six graded assessments over six weeks: 1, 1, 1, 3, 3, and 3. If the grade is an average of performance on *past* assessments, the student’s grade could be a “2.” However, the student’s Performance Level would be a 3, because the student has demonstrated present mastery of the assessed portion of the standard.

6. **Q: Does this mean my student's grade is based on a single end-of-term assessment?**

A: A student's end-of-term Performance Level should reflect consistent, ongoing assessment of achievement. As each domain or strand is made up of multiple standards and measurable objectives, no single assessment could reasonably address student achievement. Multiple measures should be used to monitor progress, increase opportunity, and validate accuracy.

7. **Q: Is this 4-point scale a Grade Point Average (GPA), like in middle and high schools?**

A: No. A GPA implies the computed average of overall performance in many content areas; Performance Levels imply the extent to which a student has mastered specific standards in one domain or strand, at this moment.

8. **Q: So, what does each numbered Performance Level mean?**

A: A "1" indicates the student has not met the standard, and needs *substantial* improvement; a "2" indicates the student has nearly met the standard, but needs further development; a "3" indicates the student has met the standard (and is cause for celebration!); and a "4" indicates the student has exceeded the standard, and demonstrates advanced progress toward college and career readiness.

9. **Q: Isn't a Performance Level just the average of student performance over time?**

A: No. It's a snapshot *in time*, at the time of the report. If a student demonstrates no mastery of the standard for many weeks, and then shows sustained mastery of the standard, the student has earned a "3" (mastery).

10. **Q: A student has always received an "A," but now receives a "3" instead of a "4." Why?**

A: A student receives a "3" for fully mastering the standard. A "4" indicates a student has exceeded the standard, and is making unusually advanced progress toward college and career readiness.

11. **Q: If every portion of a standard hasn't been assessed, isn't the highest possible score a "2"?**

A: No. A student earns a Performance Level *on the assessed portion of the standard*, at the time the reporting takes place. Of course, at the conclusion of the year the teacher will have assessed every portion of all standards for that grade level.

12. Q: Is it possible for a student to earn a “3” the 1st Trimester and a “2” in the 2nd Trimester in the same area?

A: Yes. A teacher designates a Performance Level based on the portion of the standard assessed to that point in the year. A student’s performance on one section of the standard isn’t a guarantee of future performance on every portion of the same standard later in the year.

13. Q: What are Performance Level Descriptors?

A: Performance Level Descriptors simply describe what a standard or standards might look like at each Performance Level: how a standard might look when not met; when nearly met; when met; and when exceeded. These statements indicate some of the processes, skills, and concepts a student might possess at each of the 4 Performance Levels. Performance Level Descriptors are often broader targets, and do not always include every standard. However, the purpose is not to identify what every standard would look like at every Performance Level. Rather, they give a general sense of what achievement looks like from one Level to the next.

14. Q: Who wrote the Performance Level Descriptors?

A: A volunteer group of 45 MVUSD 1st through 5th grade teachers called the Elementary Subject Advisory Committee wrote the Performance Level Descriptors. These teachers responded to a District-wide call for volunteers, and then signed an agreement with MVEA to carry information back and forth between the sites and the Committee.

15. Q: Why the sudden change from letter grades in Elementary to numbered Performance Levels?

A: The Elementary Subject Advisory Committee began searching for a better way to report student mastery of the standards in July 2014. Since then, the Committee has met 11 times and their work has progressed from an idea, to this Handbook and accompanying Report Card.

16. Q: Is this Handbook the final product for our District moving forward?

A: This Handbook is a “living document,” responsive to the needs of stakeholders.

This page intentionally left blank.

GRADE 2 ELA

Literature

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with prompting and support:</p> <ul style="list-style-type: none"> • asks, answers and retells key ideas and details of stories. • describes the crafts and structures of stories. • uses story for integration of knowledge and ideas. • Reads and comprehends literature within grades 2-3 text complexity. 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> • asks, answers and retells key ideas and details of stories. • describes the crafts and structures of stories. • uses story for integration of knowledge and ideas. • Reads and comprehends literature within grades 2-3 text complexity. 	<p>Frequently, independently:</p> <ul style="list-style-type: none"> • asks, answers and retells key ideas and details of stories. • describes the crafts and structures of stories. • uses story for integration of knowledge and ideas. • Reads and comprehends literature within grades 2-3 text complexity. 	<p>Consistently, independently:</p> <ul style="list-style-type: none"> • asks, answers and retells key ideas and details of stories. • describes the crafts and structures of stories. • uses story for integration of knowledge and ideas. • Reads and comprehends literature grades 2-3 text complexity and above.

Informational Text

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with prompting and support:</p> <ul style="list-style-type: none"> • asks and answers questions, and identifies main topics and connections between key details. • determines meanings of words and phrases, integrates text features, and author's purpose. • Reads, comprehends and compares multiple informational texts grades 2-3 text complexity. 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> • asks and answers questions, and identifies main topics and connections between key details. • determines meanings of words and phrases, integrates text features, and author's purpose. • Reads, comprehends and compares multiple informational texts grades 2-3 text complexity. 	<p>Frequently, independently:</p> <ul style="list-style-type: none"> • asks and answers questions, and identifies main topics and connections between key details. • determines meanings of words and phrases, integrates text features, and author's purpose. • Reads, comprehends and compares multiple informational texts within grades 2-3 text complexity. 	<p>Consistently, independently:</p> <ul style="list-style-type: none"> • asks and answers questions, and identifies main topics and connections between key details. • determines meanings of words and phrases, integrates text features, and author's purpose. • Reads, comprehends and compares multiple informational texts grades 2-3 text complexity and above.

Foundational Skills

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with prompting and support:</p> <ul style="list-style-type: none"> • applies and decodes phonics and word analysis in isolation and in text. • Reads for accuracy and fluency to support grade level comprehension 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> • applies and decodes phonics and word analysis in isolation and in text. • Reads for accuracy and fluency to support grade level comprehension 	<p>Frequently, independently:</p> <ul style="list-style-type: none"> • applies and decodes phonics and word analysis in isolation and in text. • Reads for accuracy and fluency to support grade level comprehension 	<p>Consistently, independently:</p> <ul style="list-style-type: none"> • applies and decodes phonics and word analysis in isolation and in grade level and above grade-level text. • Reads for accuracy and fluency to support grade level and above comprehension.

GRADE 2 ELA

Narrative Writing

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with continuous prompting and support:</p> <ul style="list-style-type: none"> Writes narratives in which they recount a well-balanced event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of order. 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> Writes narratives in which they recount a well-balanced event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of order. 	<p>Frequently, with guidance and support:</p> <ul style="list-style-type: none"> Writes narratives in which they recount a well-balanced event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of order. 	<p>Consistently and independently:</p> <ul style="list-style-type: none"> Writes narratives in which they recount a well-balanced event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of order.

Informational Writing

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with continuous prompting and support:</p> <ul style="list-style-type: none"> Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 	<p>Frequently, with guidance and support:</p> <ul style="list-style-type: none"> Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 	<p>Consistently and independently:</p> <ul style="list-style-type: none"> Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Opinion Writing

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with continuous prompting and support:</p> <ul style="list-style-type: none"> Writes opinion pieces in which they 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, and provide a concluding statement or section. 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> Writes opinion pieces in which they 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, and provide a concluding statement or section. 	<p>Frequently with guidance and support:</p> <ul style="list-style-type: none"> Writes opinion pieces in which they 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, and provide a concluding statement or section. 	<p>Consistently and independently:</p> <ul style="list-style-type: none"> Writes opinion pieces in which they 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, and provide a concluding statement or section.

GRADE 2 ELA

Language: Conventions

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with prompting and support:</p> <ul style="list-style-type: none"> • Demonstrates a command of nouns (collective, reflexive, plural, etc.). • Demonstrates a command of past tense of irregular verbs. • Demonstrates a command of adjectives and adverbs. • Prints legibly. • Produces, expands, and rearranges complete simple and compound sentences. • Demonstrates command of capitalization, punctuation, and spelling. • Compares formal and informal uses of English. 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> • Demonstrates a command of nouns (collective, reflexive, plural, etc.). • Demonstrates a command of past tense of irregular verbs. • Demonstrates a command of adjectives and adverbs. • Prints legibly. • Produces, expands, and rearranges complete simple and compound sentences. • Demonstrates command of capitalization, punctuation, and spelling. • Compares formal and informal uses of English. 	<p>Frequently, independently:</p> <ul style="list-style-type: none"> • Demonstrates a command of nouns (collective, reflexive, plural, etc.). • Demonstrates a command of past tense of irregular verbs. • Demonstrates a command of adjectives and adverbs. • Prints legibly. • Produces, expands, and rearranges complete simple and compound sentences. • Demonstrates command of capitalization, punctuation, and spelling. • Compares formal and informal uses of English. 	<p>Consistently, independently:</p> <ul style="list-style-type: none"> • Demonstrates a command of nouns (collective, reflexive, plural, etc.). • Demonstrates a command of past tense of irregular verbs. • Demonstrates a command of adjectives and adverbs. • Prints legibly. • Produces, expands, and rearranges complete simple and compound sentences. • Demonstrates command of capitalization, punctuation, and spelling. • Compares formal and informal uses of English.

Language: Vocabulary Development

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with prompting and support:</p> <ul style="list-style-type: none"> • Generally distinguishes shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). • Determines the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. • Demonstrates an understanding of word relationships and nuances. 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> • Generally distinguishes shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). • Determines the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. • Demonstrates an understanding of word relationships and nuances. 	<p>Frequently, independently:</p> <ul style="list-style-type: none"> • Generally distinguishes shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). • Determines the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. • Demonstrates an understanding of word relationships and nuances. 	<p>Consistently, independently:</p> <ul style="list-style-type: none"> • Generally distinguishes shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). • Determines the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. • Demonstrates an understanding of word relationships and nuances.

GRADE 2 ELA

Speaking & Listening: Comprehension & Collaboration

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with prompting and support:</p> <ul style="list-style-type: none"> • Participates in collaborative conversations in both small and large groups. • Recounts key ideas and details from a text Reads-aloud. • Asks and answers questions about oral statements in order to gather information or deepen understanding. 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> • Participates in collaborative conversations in both small and large groups. • Recounts key ideas and details from a text Reads-aloud. • Asks and answers questions about oral statements in order to gather information or deepen understanding. 	<p>Frequently, independently:</p> <ul style="list-style-type: none"> • Participates in collaborative conversations in both small and large groups. • Recounts key ideas and details from a text Reads-aloud. • Asks and answers questions about oral statements in order to gather information or deepen understanding. 	<p>Consistently, independently:</p> <ul style="list-style-type: none"> • Participates in collaborative conversations in both small and large groups. • Recounts key ideas and details from a text Reads-aloud. • Asks and answers questions about oral statements in order to gather information or deepen understanding.

Speaking & Listening: Presentation of Knowledge

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<p>Minimally, with prompting and support:</p> <ul style="list-style-type: none"> • Tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Creates audio recordings of stories or poems and adds visual displays to presentations. • Produces complete sentences. 	<p>Partially, with occasional support:</p> <ul style="list-style-type: none"> • Tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Creates audio recordings of stories or poems and adds visual displays to presentations. • Produces complete sentences. 	<p>Frequently, independently:</p> <ul style="list-style-type: none"> • Tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Creates audio recordings of stories or poems and adds visual displays to presentations. • Produces complete sentences. 	<p>Consistently, independently:</p> <ul style="list-style-type: none"> • Tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Creates audio recordings of stories or poems and adds visual displays to presentations. • Produces complete sentences.

GRADE 2 MATH

Mathematics: Operations & Algebraic Thinking

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<ul style="list-style-type: none"> • Minimally, with help, solves word problems using addition and subtraction. Uses strategies, with help, to add and subtract within 20. Minimally adds equal groups of objects. 	<ul style="list-style-type: none"> • Partially explains and partially solves word problems without assistance. Adds any two one-digit numbers with strategies and/or manipulatives within 20, including with groups. 	<ul style="list-style-type: none"> • Adequately explains and solves word problems with one and two steps, using addition and subtraction. Fluently adds and subtracts two one-digit numbers within 20, using mental strategies. Adequately uses equal groups for adding multiples. 	<ul style="list-style-type: none"> • Thoroughly explains and accurately solves word problems with one and two steps using addition and subtraction. Fluently adds and subtracts two one-digit numbers, within 20, from memory. Can explain the relationship between repeated addition and multiplication.

Mathematics: Number Sense and Operations

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<ul style="list-style-type: none"> • Minimally, with guidance, understands the value of ones and tens in a three digit number. • skip counts by 2's, 5's, 10's to 100. 	<ul style="list-style-type: none"> • Partially understands place value in a three digit numbers, • skip counts by 2's, 5's, 10's, and 100's to 500. 	<ul style="list-style-type: none"> • Adequately and independently understands the value of each digit in three digit numbers. • uses numbers up to 1000, for addition, subtraction, and problem solving. • skip counts by 2's, 5's, 10's, 100's, to 1000. 	<ul style="list-style-type: none"> • Thoroughly understands and recognizes place value beyond 3 digits. • demonstrates understanding and fluency with numbers up to 1000, by accurately selecting strategies that are appropriate to solves problems, beyond grade level expectations. • effortlessly skip counts by 2's, 5's, 10's and 100's to 1000 when given an intermediate starting point.

Mathematics: Measurement and Data

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<ul style="list-style-type: none"> • Minimally measures and estimates lengths, time, money, and representation of data. Extensive support maybe required. 	<ul style="list-style-type: none"> • Partially measures, estimates, adds and subtracts lengths; tells time, counts money, and interprets data, but may require some support. 	<ul style="list-style-type: none"> • Adequately and independently measures and estimates lengths in various units, adds and subtracts length, works with time and money to solve word problems, and represents and interprets data. 	<ul style="list-style-type: none"> • Thoroughly measures and estimates lengths in various units, adds and subtracts lengths, works with time and money to solve problems beyond grade level expectations, and represents and interprets data, in a variety of formats.

GRADE 2 MATH

Mathematics: Geometry

Level 1 Standard Not Met	Level 2 Standard Nearly Met	Level 3 Standard Met	Level 4 Standard Exceeded
<ul style="list-style-type: none"> • Minimally recognizes sizes and shapes, understands sides and angles, with guidance. • draws, builds and understands some aspects of area, volume, similarity and symmetry between shapes. 	<ul style="list-style-type: none"> • Partially describes and analyzes shapes by examining their sides and angles. Partially describes and reasons about decomposing and combining shapes to makes other shapes. • develops a partial foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. 	<ul style="list-style-type: none"> • Adequately, with minimal errors, describes and analyzes shapes, sides, and angles. Investigates, describes, and reasons about decomposing and combining shapes to makes other shapes. Builds, draws, and analyzes two- and three-dimensional shapes, and has adequate foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. 	<ul style="list-style-type: none"> • Thoroughly and accurately describes and analyzes shapes, sides, and angles. Explains attributes of shapes and the relationships between shapes. • Demonstrates through building, drawing, and analyzing two- and three-dimensional shapes, a strong understanding of area, volume, congruence, similarity, and symmetry.