

Midlothian ISD Standards Based Report Card Rubric: Grade 2 ELAR				
Report Card Section	Standards Assessed	Assessment of Mastery		
		Meets Standard - Scored 3	Progress Being Made Toward Standard - Scored 2	Area of Concern (Not making appropriate progress) - Scored 1
First Reporting Period				
Phonics	2(B)iii decodes multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Consistently uses common syllabication patterns to decode words.	Occasionally uses basic syllabication patterns to decode words.	Rarely uses basic syllabication patterns to decode words.
	2(B)v decodes words using knowledge of syllable division such as VCCV, VCV, and VCCCV;	Consistently decodes words using knowledge of syllable division such as VCCV, VCV, and VCCCV.	Occasionally decodes words using knowledge of syllable division such as VCCV, VCV, and VCCCV.	Rarely decodes words using knowledge of syllable division such as VCCV, VCV, and VCCCV.
	2(B)vi decodes words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	Consistently decodes words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.	Occasionally decodes words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.	Rarely decodes words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
Spelling	2(C)iii spelling compound words, contractions, and common abbreviations;	Consistently spells compound words, contractions, and common abbreviations.	Occasionally spells compound words, contractions, and common abbreviations.	Rarely spells compound words, contractions, and common abbreviations.
Response Skills	7(E) interact with sources in meaningful ways such as asking questions, illustrating or writing; and	Consistently interacts with sources in meaningful ways such as asking questions, illustrating or writing.	Occasionally interacts with sources in meaningful ways such as asking questions, illustrating or writing.	Rarely interacts with sources in meaningful ways such as asking questions, illustrating or writing.

Comprehension Skills	6(H) synthesize information to create new understanding; and	Consistently synthesize information to create new understanding.	Occasionally synthesizes information to create new understanding.	Rarely synthesizes information to create new understanding.
	10(B) identify the use of first or third person in a text.	Consistently identifies the use of first or third person in a text.	Occasionally identifies the use of first or third person in a text.	Rarely identifies the use of first or third person in a text.
	11(A) plan a first draft by generating ideas for writing such as drawing and	Consistently plan a first draft by generating ideas for writing such as drawing.	Occasionally plans a first draft by generating ideas for writing such as drawing.	Rarely plans a first draft by generating ideas for writing such as drawing.
Second Reporting Period				
Phonics	2(B) Demonstrate and apply phonetic knowledge.	Consistently demonstrates and applies phonetic knowledge.	Occasionally demonstrates and applies phonetic knowledge.	Rarely demonstrates and applies phonetic knowledge.
	2(B)i decodes words with short, long, or variant vowels, trigraphs, and blends;	Consistently decodes words with short, long, or variant vowels, trigraphs, and blends.	Occasionally decodes words with short, long, or variant vowels, trigraphs, and blends.	Rarely decodes words with short, long, or variant vowels, trigraphs, and blends.
	2(C)iv spelling multisyllabic words with multiple sound-spelling patterns;	Consistently spells multisyllabic words with multiple sound-spelling patterns.	Occasionally spells multisyllabic words with multiple sound-spelling patterns.	Rarely spells multisyllabic words with multiple sound-spelling patterns.

Spelling	2(C)v spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	Consistently spells words using knowledge of syllable division patterns, including words with double consonants in the	Occasionally spells words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.	Rarely spells words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
	2(C)vi spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	Consistently spells words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -	Occasionally spells words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.	Rarely spells words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
Comprehension Skills	6(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	Consistently generates questions about text before, during, and after reading to deepen understanding and gain information.	Occasionally generates questions about text before, during, and after reading to deepen understanding and gain information.	Rarely generates questions about text before, during, and after reading to deepen understanding and gain information.
	6(l) monitor comprehension and make adjustments when understanding breaks down	Consistently monitors comprehension and make adjustments when understanding breaks down.	Occasionally monitors comprehension and make adjustments when understanding breaks down.	Rarely monitors comprehension and make adjustments when understanding breaks down.
Reponse Skills	7(B) write brief comments on literary or informational texts;	Consistently writes brief comments on literary or informational texts.	Occasionally writes brief comments on literary or informational texts.	Rarely writes brief comments on literary or informational texts.
	7(F) respond using newly acquired vocabulary as appropriate.	Consistently responds using newly acquired vocabulary as appropriate.	Occasionally responds using newly acquired vocabulary as appropriate.	Rarely responds using newly acquired vocabulary as appropriate.
Composition	11(D)i complete sentences with subject-verb agreement;	Consistently completes sentences with subject-verb agreement.	Occasionally completes sentences with subject-verb agreement.	Rarely completes sentences with subject-verb agreement.
	11(E) publish and share writing.	Consistently publishes and shares writing.	Occasionally publishes and shares writing.	Rarely publishes and shares writing.

Writing Process	11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	Consistently revises drafts by adding, deleting, or rearranging words, phrases, or sentences.	Occasionally revises drafts by adding, deleting, or rearranging words, phrases, or sentences.	Rarely revises drafts by adding, deleting, or rearranging words, phrases, or sentences.
	11(D)iii singular, plural, common, and proper nouns	Consistently uses singular, plural, common, and proper nouns.	Occasionally uses singular, plural, common, and proper nouns.	Rarely uses singular, plural, common, and proper nouns.
	11(D)vi prepositions and prepositional phrases	Consistently uses prepositions and prepositional phrases.	Occasionally uses prepositions and prepositional phrases.	Rarely uses prepositions and prepositional phrases.
	11(D)vii objective case pronouns	Consistently uses objective case pronouns.	Occasionally uses objective case pronouns.	Rarely uses objective case pronouns.
Third Reporting Period				
Spelling	2(C)i spells one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Consistently uses knowledge of spelling patterns to decode difficult words while reading.	Occasionally recognizes differences between short and long vowel patterns.	Rarely recognizes consonant letter sounds and blends.
	2(C)ii spelling words with silent letters such as knife and gnat;	Consistently spells words with silent letters such as knife and gnat.	Occasionally spells words with silent letters such as knife and gnat.	Rarely spells words with silent letters such as knife and gnat.
	2(C) demonstrates and applies spelling knowledge.	Consistently demonstrates and applies spelling knowledge.	Occasionally demonstrates and applies spelling knowledge.	Rarely demonstrates and applies spelling knowledge.
Language Skills	1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	Consistently follows, restates, and gives oral instructions that involve a short, related sequence of actions.	Occasionally follows, restates, and gives oral instructions that involve a short, related sequence of actions.	Rarely follows, restates, and gives oral instructions that involve a short, related sequence of actions.
Imagination	6(D) create mental images to deepen understanding;	Consistently creates mental images to deepen understanding.	Occasionally creates mental images to deepen understanding.	Rarely creates mental images to deepen understanding.

Comprehens Skills	6(G) evaluate information to determine what is most important;	Consistently evaluates information to determine what is most important.	Occasionally evaluates information to determine what is most important.	Rarely evaluates information to determine what is most important.
Response Skills	7(D) retell and paraphrase texts in ways that maintain meaning and logical order;	Consistently retells and paraphrases texts in ways that maintain meaning and logical order.	Occasionally retells and paraphrases texts in ways that maintain meaning and logical order.	Rarely retells and paraphrases texts in ways that maintain meaning and logical order.
Multiple Genres	8(D) describe the importance of the setting.	Consistently describes the importance of the setting.	Occasionally describes the importance of the setting.	Rarely describes the importance of the setting.
	8(A) identify the basic theme;	Consistently identifies the basic theme.	Occasionally identifies the basic theme.	Rarely identifies the basic theme.
	9(B) identify rhyme, rhythm, and repetition in a variety of poems;	Consistently identifies rhyme, rhythm, and repetition in a variety of poems.	Occasionally identifies rhyme, rhythm, and repetition in a variety of poems.	Rarely identifies rhyme, rhythm, and repetition in a variety of poems.
	9(D)iii chronological order and cause and effect stated explicitly; and	Consistently recognizes chronological order and cause and effect stated explicitly.	Occasionally recognizes chronological order and cause and effect stated explicitly.	Rarely recognizes chronological order and cause and effect stated explicitly.
Author's Craft	10(A) identify the use of literal and figurative language; and	Consistently identifies the use of literal and figurative language	Occasionally identifies the use of literal and figurative language.	Rarely identifies the use of literal and figurative language.
ng Process	11(D)ii past, present, and future verbs	Consistently uses past, present, and future verbs.	Occasionally uses past, present, and future verbs.	Rarely uses past, present, and future verbs.
	11(D)iv descriptive adjectives and articles	Consistently uses descriptive adjectives and articles.	Occasionally uses descriptive adjectives and articles.	Rarely uses descriptive adjectives and articles.
	11(D)v adverbs that convey time	Consistently uses adverbs that convey time.	Occasionally uses adverbs that convey time.	Rarely uses adverbs that convey time.

Writing	11(D) use end punctuation and apostrophes	Consistently uses end punctuation and apostrophes.	Occasionally uses end punctuation and apostrophes.	Rarely uses end punctuation and apostrophes.
	12(C) compose correspondence	Consistently composes correspondence.	Occasionally composes correspondence.	Rarely composes correspondence.
Inquiry and Research	13(C) identify primary and secondary sources	Consistently identifies primary and secondary sources.	Occasionally identifies primary and secondary sources.	Rarely identifies primary and secondary sources.
Fourth Grading Period				
Handwriting	2(D) develop handwriting by accurately forming all cursive	Consistently forms all cursive letters using appropriate strokes when connecting letters.	Occasionally forms some cursive letters using appropriate strokes when connecting letters.	Rarely forms few cursive letters using appropriate strokes when connecting letters.
	1(E) develop social communication such as distinguishing between asking and telling.	Consistently develops social communication such as distinguishing between asking and telling.	Occasionally develops social communication such as distinguishing between asking and telling.	Rarely develops social communication such as distinguishing between asking and telling.
	1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	Consistently listens actively, asks relevant questions to clarify information, and answers questions using multi-word responses.	Occasionally listens actively, asks relevant questions to clarify information, and answers questions using multi-word responses.	Rarely listens actively, asks relevant questions to clarify information, and answers questions using multi-word responses.
	1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	Consistently shares information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	Occasionally shares information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	Rarely shares information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Language Skills	1(D) work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	Consistently works collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.	Occasionally works collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.	Rarely works collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.
	2(A) demonstrate phonological awareness by manipulating phonemes within base words;	Consistently decodes two-syllable nonsense words and regular multisyllabic words.	Occasionally decodes one-syllable nonsense words and regular two-syllable words.	Rarely decodes monosyllabic words.
	3(A) uses print or digital resources to determine meaning and pronunciation of unknown words;	Consistently uses print or digital resources to determine meaning and pronunciation of unknown words.	Occasionally uses print or digital resources to determine meaning and pronunciation of unknown words.	Rarely uses print or digital resources to determine meaning and pronunciation of unknown words.
	3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	Consistently uses context within and beyond a sentence to determine the meaning of unfamiliar words.	Occasionally uses context within and beyond a sentence to determine the meaning of unfamiliar words.	Rarely uses context within and beyond a sentence to determine the meaning of unfamiliar words.
	3(C) identify the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	Consistently identifies the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.	Occasionally identifies the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.	Rarely identifies the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.
	3(D) identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	Consistently identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	Occasionally identifies and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	Rarely identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
Phonics	2(B)iii decodes multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Consistently uses common syllabication patterns to decode words.	Occasionally uses basic syllabication patterns to decode words.	Rarely uses basic syllabication patterns to decode words.

Fluency	(5) Self-select text and read independently for a sustained period of time.	Consistently self-selects text and reads independently for a sustained period of time.	Occasionally can self-select text and reads for a sustained period of time.	Rarely can self-select text and reads for a sustained period of time.
Comprehension Skills	6(A) establish purpose for reading assigned and self-selected texts;	Consistently establishes purpose for reading assigned and self-selected texts.	Occasionally establishes purpose for reading assigned and self-selected texts.	Rarely establishes purpose for reading assigned and self-selected texts.
	6(E) make connections to personal experiences, ideas in other texts, and the larger community;	Consistently makes connections to personal experiences, ideas in other texts, and the larger community.	Occasionally makes connections to personal experiences, ideas in other texts, and the larger community.	Rarely makes connections to personal experiences, ideas in other texts, and the larger community.
	6(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Consistently makes, corrects, or confirms predictions using text features, characteristics of genre, and structures.	Occasionally makes, corrects, or confirms predictions using text features, characteristics of genre, and structures.	Rarely makes, corrects, or confirms predictions using text features, characteristics of genre, and structures.
	6(F) make inferences and use evidence to support understanding;	Consistently makes inferences and uses evidence to support understanding.	Occasionally makes inferences and uses evidence to support understanding.	Rarely makes inferences and uses evidence to support understanding.
Response Skills	7(A) describe the personal and emotional connections to a variety of sources;	Consistently describes the personal and emotional connections to a variety of sources.	Occasionally describes the personal and emotional connections to a variety of sources.	Rarely describes the personal and emotional connections to a variety of sources.
	7(C) use text evidence to support an appropriate response	Consistently uses text evidence to support an appropriate response	Occasionally uses text evidence to support an appropriate response	Rarely uses text evidence to support an appropriate response
	8(B) describe the main character(s) and how their feelings and actions change;	Consistently describes the main character(s) and how their feelings and actions change.	Occasionally describes the main character(s) and how their feelings and actions change.	Rarely describes the main character(s) and how their feelings and actions change.
	8(C) identify and understand plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	Consistently identifies and understands plot elements, including the main events, the problem, and the resolution, for texts read alouds and independent reading.	Occasionally identifies and understands plot elements, including the main events, the problem, and the resolution, for texts read alouds and independent reading.	Rarely identifies and understands plot elements, including the main events, the problem, and the resolution, for texts read alouds and independent reading.

Multiple Genres	9(A) demonstrate knowledge of well-known children’s literature such as folktales, fables, and fairy tales	Consistently demonstrates knowledge of well-known children’s literature.	Occasionally demonstrates knowledge of well-known children’s literature.	Rarely demonstrates knowledge of well-known children’s literature.
	9(C) identify the elements of a play such as characters, dialogue, and setting;	Consistently identifies the elements of a play such as characters, dialogue, and setting.	Occasionally identifies the elements of a play such as characters, dialogue, and setting.	Rarely identifies the elements of a play such as characters, dialogue, and setting.
	9(D) recognize characteristics and structures of informational text, including:	Consistently recognizes characteristics and structures of informational text.	Occasionally recognizes characteristics and structures of informational text.	Rarely recognizes characteristics and structures of informational text.
	9(D)ii features and graphics to locate and gain information; and	Consistently recognizes features and graphics to locate and gain information.	Occasionally recognizes features and graphics to locate and gain information.	Rarely recognizes features and graphics to locate and gain information.
	9(E) recognize characteristics of persuasive text, including what the author is trying to persuade the reader to think or do.	Consistently recognizes characteristics of persuasive text, including what the author is trying to persuade the reader to think or do.	Occasionally recognizes characteristics of persuasive text, including what the author is trying to persuade the reader to think or do.	Rarely recognizes characteristics of persuasive text, including what the author is trying to persuade the reader to think or do.
Writing Process	11(D)viii capitalization of months, days of the week, and the salutation and conclusion of a letter	Consistently uses capitalization of months, days of the week, and the salutation and conclusion of a letter.	Occasionally uses capitalization of months, days of the week, and the salutation and conclusion of a letter.	Rarely uses capitalization of months, days of the week, and the salutation and conclusion of a letter.
	12(A) compose literary texts, including personal narratives and poetry	Consistently composes literary texts.	Occasionally composes literary texts.	Rarely composes literary texts.
	11(B) develop drafts into a focused piece of writing by:	Consistently develops drafts into a focused piece of writing.	Occasionally develops drafts into a focused piece of writing with assistance.	Rarely develops drafts into a focused piece of writing.
	11(B)i organizing with structure; and	Consistently organizes with structure.	Occasionally organizes with structure.	Rarely organizes with structure.
	11(B)ii developing an idea with specific and relevant details;	Consistently develops an idea with specific and relevant details.	Occasionally develops an idea with specific and relevant details.	Rarely develops an idea with specific and relevant details.
	11(D) edit drafts using standard English conventions, including:	Consistently edits drafts using standard English conventions.	Occasionally edits drafts using standard English conventions.	Rarely edits drafts using standard English conventions.
	12(B) compose informational texts, including procedural texts and reports	Consistently composes informational texts.	Occasionally composes informational texts.	Rarely composes informational texts.

**Inquiry and
Research**

13(B) identify and gather relevant sources and information to answer the questions	Consistently identifies and gathers relevant sources and information to answer the questions.	Occasionally identifies and gathers relevant sources and information to answer the questions.	Rarely identifies and gathers relevant sources and information to answer the questions.
13(D) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	Consistently uses an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	Occasionally uses appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	Rarely uses an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.