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| **READING**: Asks and answers questions to demonstrate understanding of text. | | | | |
| Standards: RL.2.1, RI.2.1 | | | |  | |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds proficiency Level 3, which may include one or more of the following:   * In-depth responses * Performing standard at an above grade level text * Demonstrating higher-level thinking. | Independently and consistently asks and answers questions concerning key details in a literary or informational text. | Developing toward independence and consistency when asking or answering questions concerning key details in a literary or informational text. | Limited ability or unable to understand what has been read.  Limited ability or unable to ask or answer questions concerning key details in a text. |

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| **READING**: Retells central message in a text including characters, events, point of view and key details. | | | |
| Standards: RL.2.2, RL.2.3, RI.2.2, RL.2.6, RI.2.6, RI.2.8 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3, which may include one or more of the following:   * In-depth responses * Performing standard at an above grade level text * Demonstrating higher-level thinking. | Independently and consistently recounts texts including fables and folktales to determine the central message/lesson/moral (RL.2.2); describes how characters respond to major events and challenges (RL.2.3); identifies different character points of view and how they are similar/different (RL.2.6); identifies the main topic and focus of specific paragraphs (RI.2.2); identifies author’s main purpose of the text (RI.2.6); describe how reasons support specific points the author makes in text (RI2.8) | Developing toward independence and consistency when recounting texts including fables and folktales to determine the central message/lesson/moral (RL.2.2); when describing how characters respond to major events and challenges (RL.2.3); when identifying different character points of view and how they are similar/different (RL.2.6); when identifying the main topic and focus of specific paragraphs (RI.2.2); when identifying author’s main purpose of the text (RI.2.6); when describing how reasons support specific points the author makes in text (RI2.8) | Limited ability or unable to recount texts including fables and folktales to determine the central message/lesson/moral (RL.2.2); describes how characters respond to major events and challenges (RL.2.3); identify different character points of view and how they are similar/different (RL.2.6); identify the main topic and focus of specific paragraphs (RI.2.2); identify author’s main purpose of the text (RI.2.6); describe how reasons support specific points the author makes in text (RI2.8) |

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| **READING**: Uses various text features/structures to locate information and retell information in a text. | | | |
| Standards: RL.2.5, RI.2.3, RI.2.5, RI.2.7 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3, which may include one or more of the following:   * In-depth responses * Performing standard at an above grade-level text * Demonstrating higher-level thinking | Independently and consistently describes the overall structure of a story with emphasis on introduction and conclusion of the story (RL.2.5); describes connections between events, ideas or procedures in informational text (RI.2.3); identifies most non-fiction features, images and genre specific vocabulary and explains how they can be used (RI.2.5, 7) | Developing toward independence and consistency when describing the overall structure of a story with emphasis on introduction and conclusion of the story (RL.2.5); when describing connections between events, ideas or procedures in informational text (RI.2.3); when identifying most non-fiction features, images and genre specific vocabulary and explaining how they can be used (RI.2.5, 7) | Limited ability or unable to describe the overall structure of a story with emphasis on introduction and conclusion of the story (RL.2.5); describe connections between events, ideas or procedures in informational text (RI.2.3); identify most non-fiction features, images and genre specific vocabulary and explain how they can be used (RI.2.5, 7) |

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| **READING**: Compare and contrasts within a variety of texts. | | | |
| Standards: RL.2.9, RI.2.9 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3, which may include one or more of the following:   * In-depth responses * Performing standard at an above grade level text * Demonstrating higher-level thinking. | Independently and consistently compares and contrasts story elements and key details (RL.2.9); compares and contrasts different NF texts on same topic with textual support (RI.2.9). | Developing toward independence and consistency when comparing and contrasting story elements and key details in a text (RL.2.9); when comparing and contrasting different NF texts on same topic with textual support (RI.2.9). | Limited ability or unable to compare and/or contrast story elements and key details in a text(RL.2.9); to compare and/or contrast different NF texts on same topic with textual support (RI.2.9). |

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| **READING**: Read a variety of grade appropriate text with understanding. | | | |
| Standards: RL.2.10, RI.2.4, RI.2.10 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3, which may include one or more of the following:   * In-depth responses * Performing standard at an above grade level text * Demonstrating higher-level thinking. | Independently and consistently determines meanings of words and phrases in text (RI.2.4); reads fiction and non-fiction text with understanding (RL/RI 2.10) | Developing toward independence and consistency when determining meanings of words and phrases in text (RI.2.4); when reading fiction and non-fiction text with understanding (RL/RI 2.10) | Limited ability or unable to determine meanings of words and phrases in text (RI.2.4); read fiction and non-fiction text with understanding (RL/RI 2.10) |

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| **READING FOUNDATIONAL SKILLS**: Knows and applies grade-level phonics and word analysis skills in decoding words. | | | |
| Standards: RF.2.3 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently applies decoding strategies while reading various texts. | Developing toward independence and consistency when applying decoding strategies while reading various texts. | Limited ability or unable to apply decoding strategies while reading various texts. |

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| **READING FOUNDATIONAL SKILLS**: Reads with sufficient accuracy and fluency to support comprehension. | | | |
| Standards: RF.2.4 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently reads various texts accurately, smoothly and with expression. | Developing toward independence and consistency when reading various texts accurately, smoothly, and with some expression. | Limited ability or unable to read various texts accurately, smoothly, and with some expression. |

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| **WRITING**: Produces and organizes a variety of types of writing to match purpose and audience. | | | |
| Standards: W.2.1, W.2.2, W.2.3 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently writes to clearly express ideas through a variety of simple and complex sentences for a specific purpose/writing type (informative, opinion, narrative). | Developing toward independence and consistency when writing to clearly express ideas through a variety of sentences for a specific purpose/writing type (informative, opinion, narrative). | Limited ability or unable to write to clearly express ideas for a specific purpose/writing type (informative, opinion, narrative). |

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| **WRITING**: Uses technology in a grade appropriate manner. | | | |
| Standards: W.2.6 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | With guidance and support from adults, independently and consistently uses a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support from adults, is developing towards independence and consistency when using a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support from adults, has limited ability or is unable to use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

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| **WRITING**: Participates in shared research and writing projects to gather information | | | |
| Standards: W.2.7, W.2.8 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently participates in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations); recalls information from experiences or gathers information from provided sources to answer a question. | Developing towards independence and consistency when participating in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations); when recalling information from experiences or gathering information from provided sources to answer a question. | Limited ability or unable to participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations); recall information from experiences or gather information from provided sources to answer a question. |

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| **LANGUAGE**: Uses knowledge of English language and its conventions when speaking and writing | | | |
| Standards: L.2.1 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently uses parts of speech correctl;y in writing. Occasional errors may occur. | Developing towards independence and consistency when using parts of speech correctly in writing. | Limited ability or unable to use parts of speech correctly in writing. |

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| **LANGUAGE**: Uses strategies to clarify the meaning of known and unknown words to increase vocabulary. | | | |
| Standards: L.2.4, L.2.5 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases while reading using a variety of strategies; distinguishes shades of meaning among closely related verbs (toss, throw, hurl…) | Developing towards independence and consistency when determining or clarifying the meaning of unknown and multiple-meaning words and phrases while reading using a variety of strategies; when distinguishing shades of meaning among closely related verbs (toss, throw, hurl…) | Limited ability or unable to determine or clarify the meaning of unknown and multiple-meaning words and phrases while reading using a variety of strategies; distinguish shades of meaning among closely related verbs (toss, throw, hurl…) |

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| **LANGUAGE**: Uses grade appropriate conventions when writing (capitalization, punctuation, spelling). | | | |
| Standards: L.2.2 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently uses learned spelling skills. Occasional errors may occur. Capitalizes most words as needed; uses punctuation that has been taught in writing. | Developing towards independence and consistency when using learned spelling skills. Capitalizes some words as needed; uses punctuation that has been taught in writing. | Limited ability or unable to use learned spelling skills. Unable to capitalize words as needed. Unable to use punctuation that has been taught in writing. |

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| **SPEAKING AND LISTENING**: Individually and collaboratively participates in discussions and responds to a variety of literature and presentations appropriately. | | | |
| Standards: SL.2.2 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently recounts or describes key ideas and details from a text read aloud or information presented orally or through other media. | Developing towards independence and consistency, when recounting or describing key details from a text read aloud or information presented orally or through other media | Limited ability or unable to recount or describe key details from a text read aloud or information presented orally or through other media |

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| **SPEAKING AND LISTENING**: Clearly expresses thoughts, feelings, and ideas | | | |
| Standards: SL.2.3, SL.2.4, SL.2.6 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue  Independently and consistently tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences  Independently and consistently produces **complete** sentences when appropriate to task and situation in order to provide requested detail or clarification. | Developing towards independence and consistency, when asking and answering questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue  Developing towards independence and consistency, when telling a story or recounting an experience with basic facts and relevant, details, speaking audibly in coherent sentences  Developing towards independence and consistency, when producing **complete** sentences when appropriate to task and situation in order to provide requested detail or clarification | Limited ability or unable to 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  Limited ability or unable to tell a story or recount an experience with appropriate facts and relevant, some details, speaking audibly in coherent sentences  Limited ability or unable to produce **basic** sentences when appropriate to task and situation in order to provide limited detail or clarification. |