

Reading Rubrics: Grade 2

Rubric assumes an increasing level of skill applications between grade levels.

| PHONEMIC AWARENESS and PHONICS | | |
|--|---|---|
| 2PHON: Student uses strategies to decode and comprehend meaning of words in text. | | |
| Grade 2 | | |
| Level 4 (Advanced) | In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | Level 3.5 | In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success. |
| Level 3 (Proficient) | <p>Student will:</p> <ul style="list-style-type: none"> a. use phonemic awareness skills to identify initial, middle and final sounds in two-syllable words, blend phonemes, segment and count phonemes, manipulate and substitute phonemes, and segment and count syllables in a whole word (e.g. assess with D.O.L., or making words). b. read regularly spelled, two-syllable words using decoding skills including knowledge of diphthongs, digraphs, r-controlled vowels, and long vowel patterns. <p>The student exhibits no major errors or omissions.</p> | |
| | Level 2.5 | The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3. |
| Level 2 (Making progress) | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • uses basic phonemic awareness skills (i.e. identifying sounds in simple words and blending and segmenting phonemes). • reads regularly spelled, one-syllable words using decoding skills including knowledge of letter-sound relationships, short vowel patterns, and CVCE long vowel patterns. <p>However, the student exhibits major errors or omissions with Level 3.</p> | |
| | Level 1.5 | The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3. |
| Level 1 (Making little progress) | With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3. | |
| | Level 0.5 | With help, the student demonstrates partial understanding some of Level 2 but not Level 3. |
| Level 0 (No progress) | Even with help, the student demonstrates no understanding or skill. | |

See State and District Grade Level Expectations for complete reference

e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 2 - Reading

| WORD IDENTIFICATION and VOCABULARY | |
|---|---|
| 2WORDVOC: Student comprehends words in text. | |
| Grade 2 | |
| Level 4 (Advanced) | In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught. |
| | Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success. |
| Level 3 (Proficient) | <p>Student will:</p> <ol style="list-style-type: none"> a. read high frequency words, compound words, contractions, possessives, and inflectional endings (e.g. assess with reading series word lists, Dolch, Frye, small group, grade-level reading passages, and/or conferences). b. make inferences about the meaning of a word based on context. c. expand use of word structure by identifying base or root words, common prefixes and suffixes, singular and plural usage, syllable patterns, and small words within larger words. d. use knowledge of syntax to match pronoun to noun (e.g. plane-it, daughter-she, dad-he, relatives-they/them, etc). <p>The student exhibits no major errors or omissions.</p> |
| | Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3. |
| Level 2 (Making progress) | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • reads familiar words and recognizes compound words, contractions, and possessives in text. • recognizes or recalling accurate statements about the meaning of new vocabulary in context. • recognizes, from given choices, simple base or root words, common prefixes and suffixes, singular and plural usage, syllable patterns, and small words within larger words. • recognizes a pronoun . <p>However, the student exhibits major errors or omissions with Level 3.</p> |
| | Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3. |
| Level 1 (Making little progress) | With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3. |
| | Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3. |
| Level 0 (No progress) | Even with help, the student demonstrates no understanding or skill. |

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 2 - Reading

| COMPREHENSION | |
|---|---|
| 2C:GU.RMI: Student forms a general understanding of the text: Retell and Main Idea | |
| Grade 2 | |
| Level 4 (Advanced) | In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught. |
| | Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success. |
| Level 3 (Proficient) | <p>Student will:</p> <ol style="list-style-type: none"> a. summarize information/events in sequence and identify main idea(s) after reading fiction, nonfiction, and/or poetry (e.g. graphic organizer, reading response journals, and/or story maps). b. obtain information using illustrations, titles, labels, captions, graphs, and diagrams for fiction and nonfiction. c. answer questions about information stated in text, both orally and in writing. <p>The student exhibits no major errors or omissions.</p> |
| | Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3. |
| Level 2 (Making progress) | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • identifies main ideas from given choices of text. • obtains information using illustrations, titles, and labels for fiction and nonfiction. • answers questions about information stated in short text, both orally and in writing, with inaccuracies. <p>However, the student exhibits major errors or omissions with Level 3.</p> |
| | Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3. |
| Level 1 (Making little progress) | With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3. |
| | Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3. |
| Level 0 (No progress) | Even with help, the student demonstrates no understanding or skill. |

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 2 - Reading

| COMPREHENSION | | |
|--|---|---|
| 2C:GU.PCI Student forms a general understanding of the text: Predictions, Conclusions, and Inferences | | |
| Grade 2 | | |
| Level 4 (Advanced) | In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | Level 3.5 | In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success. |
| Level 3 (Proficient) | <p>Student will:</p> <ol style="list-style-type: none"> a. formulate questions, make and verify logical predictions, and draw conclusions while reading (e.g. reading response, small groups, sticky notes). b. make simple inferences (e.g. emotions, identifying author’s purpose and viewpoint). c. self monitor comprehension by making predictions and formulating questions d. drawing conclusions about stories or information while listening or reading (e.g. compare and contrast). <p>The student exhibits no major errors or omissions.</p> | |
| | Level 2.5 | The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3. |
| Level 2 (Making progress) | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • demonstrates comprehension by formulating basic questions an making basic predictions with reading. • makes simple inferences with inaccuracies. • self monitoring comprehension by making predictions. • drawing conclusions about stories or information while listening with inaccuracies (e.g. compare and contrast). <p>However, the student exhibits major errors or omissions with Level 3.</p> | |
| | Level 1.5 | The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3. |
| Level 1 (Making little progress) | With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3. | |
| | Level 0.5 | With help, the student demonstrates partial understanding some of Level 2 but not Level 3. |
| Level 0 (No progress) | Even with help, the student demonstrates no understanding or skill. | |

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 2 - Reading

| COMPREHENSION | | |
|---|--|---|
| 2C:ANC&S Student analyzes content and structure of text. | | |
| Grade 2 | | |
| Level 4 (Advanced) | In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | Level 3.5 | In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success. |
| Level 3 (Proficient) | <p>Student will:</p> <ul style="list-style-type: none"> a. distinguish characteristics among fiction, non-fiction and poetry. b. identify use of dialogue and rhyme in text. c. identify higher level story elements (e.g. problem and solution) in fiction (e.g. graphic organizer, story map). d. locate and support with logical reasoning, details and relevant connections between text and self, experiences of others in the world, and other texts. e. differentiate fact and opinion in text. <p>The student exhibits no major errors or omissions.</p> | |
| | Level 2.5 | The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3. |
| Level 2 (Making progress) | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • distinguishes characteristics between fiction and non-fiction • recognizes or recalling accurate statements about the purpose and use of dialogue and rhyme in text. • identifies basic story elements (e.g. main characters and setting) in fiction. • makes basic connections between text and self experiences of others in the world, and other texts. • identifies fact. <p>However, the student exhibits major errors or omissions with Level 3.</p> | |
| | Level 1.5 | The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3. |
| Level 1 (Making little progress) | With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3. | |
| | Level 0.5 | With help, the student demonstrates partial understanding some of Level 2 but not Level 3. |
| Level 0 (No progress) | Even with help, the student demonstrates no understanding or skill. | |

| FLUENCY | | |
|--|--|---|
| 2FLUENCY Student uses punctuation and print conventions to read aloud fluently. | | |
| Grade 2 | | |
| Level 4 (Advanced) | In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | Level 3.5 | In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success. |
| Level 3 (Proficient) | Student will: <ol style="list-style-type: none"> a. read orally with rhythm, flow and expression at a pace similar to own speech (e.g. HM rubric in teacher assessment manual, DRA). b. show understanding of conventions of print (e.g. quotation marks, commas, apostrophes, size of print and speech bubbles, all capital letters, bold, italics). c. read 94 WPM The student exhibits no major errors or omissions. | |
| | Level 2.5 | The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3. |
| Level 2 (Making progress) | There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • reads orally with enough fluency to be understood. • shows understanding of ending punctuation (periods, question marks, exclamation marks). • reads 53-93 WPM However, the student exhibits major errors or omissions with Level 3. | |
| | Level 1.5 | Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures. |
| Level 1 (Making little progress) | With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3. | |
| | Level 0.5 | With help, the student demonstrates partial understanding some of Level 2 but not Level 3. |
| Level 0 (No progress) | Even with help, the student demonstrates no understanding or skill. | |

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 2 - Reading

| POSITIVE ATTITUDES AND BEHAVIORS TOWARD READING | | |
|--|--|---|
| 2POSATTD Student chooses to read a variety of print formats for a sustained time. | | |
| Grade 2 | | |
| Level 4 (Advanced) | In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | Level 3.5 | In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success. |
| Level 3 (Proficient) | Student will: <ol style="list-style-type: none"> read independently for at least 30 minutes. read self-selected and assigned texts. share and recommend books to others (e.g. assess with book talks, literacy circles and/or reading buddies). listen attentively and respond appropriately during read-aloud. The student exhibits no major errors or omissions. | |
| | Level 2.5 | The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3. |
| Level 2 (Making progress) | There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> reading independently for less than 30 minutes. reads assigned text. shares books with others. listens during read-aloud. However, the student exhibits major errors or omissions with Level 3. | |
| | Level 1.5 | The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3. |
| Level 1 (Making little progress) | With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3. | |
| | Level 0.5 | With help, the student demonstrates partial understanding some of Level 2 but not Level 3. |
| Level 0 (No progress) | Even with help, the student demonstrates no understanding or skill. | |