



2nd Grade Reading

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

2nd Grade Reading

Statement	Exceeds	Secure	Developing	Beginning
Demonstrates active word solving while reading	Applies multiple decoding strategies to problem solve unknown words across a variety of genres	Applies multiple decoding strategies to problem solve unknown words while reading (ex. chunk, skip and come back, pictures, etc.)	Relies only on one or two decoding strategies consistently regardless of the word or its effectiveness	Verbalizes decoding strategies when asked or prompted but does not apply while reading independently
Reads fluently	Reads above grade-level text (N or above) with accuracy, appropriate pace, and expression	Reads grade-level text (M) with accuracy, appropriate pace, and expression	Reads below grade level text (J - L) with accuracy, appropriate pace, and expression OR reads grade level text but does not demonstrate one or two of the following: accuracy, appropriate pace, and expression	Reads below level text (I or below) with inconsistent accuracy, pace, and little expression
Describes the overall structure of a story	Summarizes story elements of a text along with the author's message or theme	Identifies all story elements (characters, setting, problem, resolution, and conclusion) Infers author's theme or message	Identifies all of the story elements (characters, setting, problem, resolution, and conclusion) but cannot identify author's theme or message OR Identifies author's theme or message but cannot identify all the story elements (characters, setting, problem, resolution, and conclusion)	Unable to identify all story elements (characters, setting, problem, resolution, and conclusion) and cannot identify author's theme or message
Compares and contrasts information from more than one text	Compares and contrasts multiple key details of more than two versions of the same story (fiction) AND Compares and contrasts key points of more than two texts on the same topic (non-fiction)	Compares and contrasts multiple key details of two texts on the same topic (For example: In Cinderella both characters overcame their poor upbringing to have a happy ending) AND Compares and contrasts key points of two texts on the same topic (non-fiction)	Compares and contrasts simple key details of two texts on the same topic (For example: One Cinderella had a glass slipper, the other had a tennis shoe) OR Compares and contrasts key points of two texts on the same topic (non-fiction)	Compares and contrasts non-important details of two texts on the same topic (For example: One Cinderella had blond hair, the other had brown hair) AND/OR compares and contrasts non-important points of two texts on the same topic (non-fiction)

Asks and answers relevant questions about key details in a text	Asks relevant questions about key details in a text to clarify meaning; answers questions using specific evidence within the text	Asks and answers relevant questions about key details in a text to clarify meaning (For example: In Fly Away Home, why is the boy so interested in the bird?)	Asks and answers simple questions about key details in a text (For example: What is in the bag that the dad is holding?)	Asks and/or answers questions about unimportant details in a text (For example: What is the airport worker's name?)
Infers how characters in a story respond to major events and challenges	Infers character's feelings or traits with evidence from the text and explains how these impact the major events/ challenges or how major events/challenges affect character's feelings or traits AND explains how a character changes throughout a story	Infers character's feelings or traits with evidence from the text and explains how these impact the major events/challenges or how major events/challenges affect character's feelings or traits	Infers character's feelings or traits with evidence from the text but are unable to explain how these impact character's response to major events/challenges	Attempts to infer character's feelings or traits but are unable find evidence from the text
Identifies and uses various text features to locate key facts or information	Identifies and uses text features to locate and understand key information relevant to a given topic	Identifies and uses text features to locate key information in a text to aid in understanding	Identifies text features but does not independently use to locate key information in a text	Identifies limited text features but does not use to locate information in a text
Identifies the topic and main idea of a multi-paragraph text	Identifies the topic, implied main idea, and key details of a multi-paragraph text	Identifies the topic, main idea, and key details of a multi-paragraph text	Identifies the topic, main idea, or key details of a multi-paragraph text (but not all 3)	Identifies the topic, main idea, and key details of one paragraph
Uses context clues and background knowledge to infer meaning of vocabulary	Uses context clues, background knowledge, and affixes to accurately infer the meaning of unfamiliar vocabulary	Uses context clues and background knowledge to accurately infer the meaning of unfamiliar vocabulary	Uses context clues and background knowledge to infer unfamiliar vocabulary, but meaning is not consistently accurate	Uses context clues or background knowledge to infer meaning of unfamiliar vocabulary, but meaning is not accurate

Reads grade level text	Reads at benchmark level N or above	Reads at benchmark level M	Reads at benchmark level J-L	Reads at benchmark level I or below
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The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*