

Proficiency Scales

Language Arts
Grade 2
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

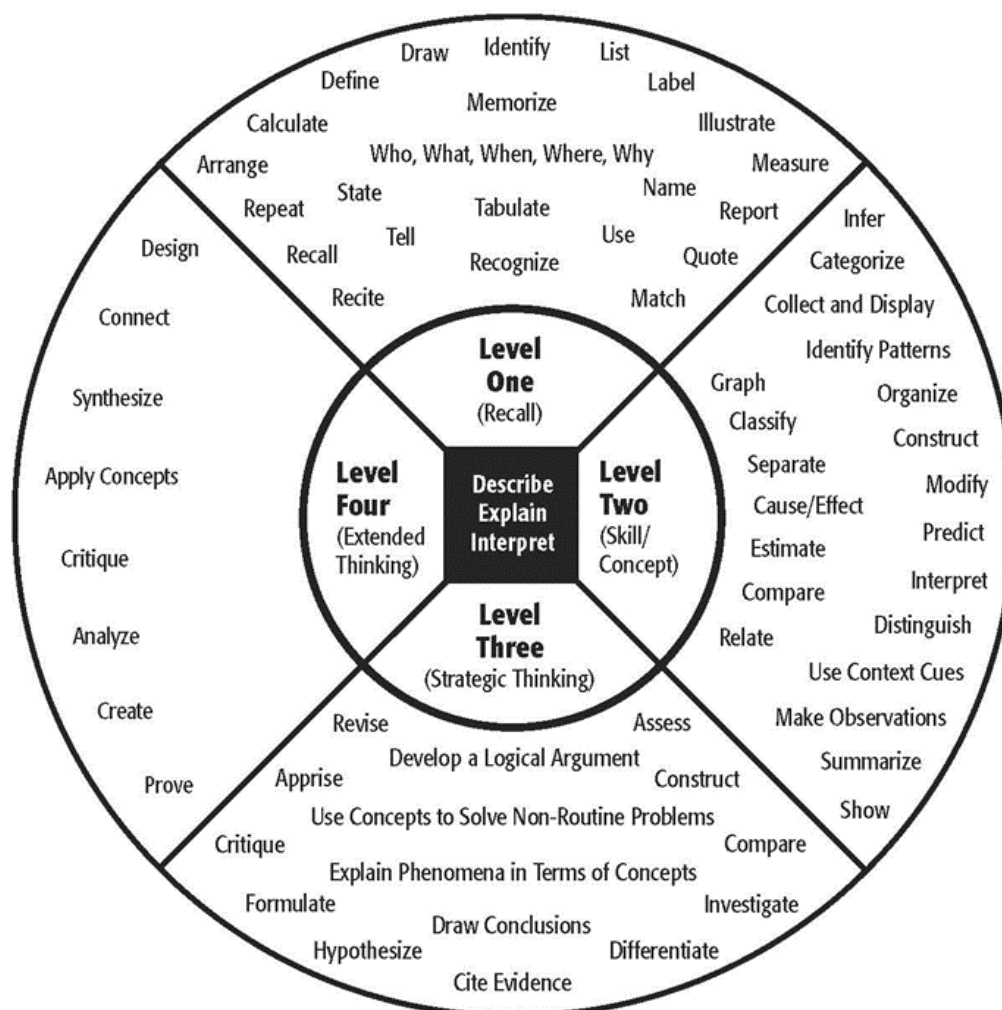
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for language arts.

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

ESSENTIAL QUESTIONS AND BIG IDEAS for READING DOMAINS

K-2

Reading Foundations, Literature and Informational Text

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Writing

Essential Question: How can we honor God when we write for a variety of purposes and audiences?

Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.

Speaking and Listening

Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.



Subject: Language Arts	Domain: Reading/Reading Foundations	Grade: 2
Strand: Phonics and Word Recognition		

Standard: LA.2.RF.1 Distinguish between long and short vowels when reading; know spelling-sound correspondences for common vowel teams; decode regularly spelled, two-syllable, long vowel words; decode words with common affixes; identify words with inconsistent spelling-sound correspondences; recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency words (RF.2.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Decode regularly spelled two-syllable words with long vowels (<i>e.g., escape, female, inside</i>) DOK 2 I can read longer words with long vowel sounds. Decode words with common prefixes and suffixes DOK 2 I can read words with prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences (<i>e.g., pail, pale; ceiling, sealing</i>) DOK 2 I can find words that don't follow normal spelling rules, but are common. Read grade-appropriate irregularly spelled words (<i>e.g., phone, said, very</i>) DOK 2 I can read second grade words that aren't spelled the way they sound. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Correspondence, irregular, long vowel, prefix, regular, short vowel, sound, suffix, syllable, vowel team, word</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words (<i>e.g., rat, rate, bit, bite</i>) Recognize or recall grade appropriate prefixes and suffixes Recognize spelling-sound correspondences for additional common vowel teams (<i>e.g., ai, ea, ie, oa, ue</i>) Recognize grade-appropriate irregularly spelled words (<i>e.g., the, should, who</i>) 	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Reading/Reading Foundations	Grade: 2
		Strand: Fluency	
Standards: LA.2.RF.2 Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.2.4a-b) LA.2.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c) LA.2.RF.4 Use silent reading strategies			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Read grade-appropriate text with purpose and understanding DOK 2 I can read and understand second grade books.Read grade-appropriate text orally with accuracy, appropriate rate, and expression on successive readings DOK 2 I can read second grade books aloud like a teacher would read them.Use context to confirm or self-correct word recognition and understanding, rereading as necessary DOK 2 I can stop when I am reading and fix words that I mess up or don't sound right.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Accuracy, confirm, context, expression, meaning, orally, purpose, rate, self-correct, silent reading, text, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Describe the purpose for reading a grade-appropriate textRead grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression using teacher-directed fluency strategies (<i>e.g., modeling, listening to recordings of others reading, recording and listening to self reading</i>)Identify words that help to determine the meaning from contextUse silent reading strategies (<i>e.g., by following print during read-alouds, rereading texts</i>)		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **2**
Strand: **Key Ideas and Details**

Standards: LA.2.RL.1 Demonstrate understanding of key details by asking and answering questions (RL.2.1)
LA.2.RI.1 Demonstrate understanding of key details by asking and answering questions (RI.2.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Ask and answer such questions as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate story or informational text (<i>e.g., referring explicitly to the text as the basis for the answers</i>) DOK 2 <p>I can ask and answer questions to show that I understand stories and informational texts.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Answer, ask, detail, how, question, text, what, when, where, who, why</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Answer teacher-provided questions such as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate story or informational text	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: 2
		Strand: Key Ideas and Details	
Standards: LA.2.RL.2 Retell stories from diverse cultures and determine the main ideas(s) or lessons(s) (RL.2.2) LA..2.RI.2 Identify the main topic of a multiparagraph text and of specific paragraphs within the text (RI.2.2)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Determine the central message, lesson, or moral of stories from diverse cultures, including fables and folktales (<i>e.g., explain how the central message, lesson, or moral is conveyed through key details in the story</i>) DOK 3 I can share what the author is trying to teach in different kinds of stories.Describe the main idea of a multiparagraph grade-appropriate informational text, as well as the focus of specific paragraphs within the text (<i>e.g., recount the key details and explain how they support the main idea</i>) DOK 3 I can tell the main idea of a piece of informational text, including the focus of important paragraphs.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Central idea, culture, diverse, table, focus, folktale, lesson, message, moral, paragraph, story, text</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Recount grade-appropriate stories, including fables and folktales from diverse culturesRecognize or recall the central message, lesson, or moral of grade-appropriate stories, including fables and folktalesIdentify the main idea of a multiparagraph grade-appropriate informational text		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **2**
Strand: **Key Ideas and Details**

Standards: LA.2.RL.3 Describe how characters in a story respond to major events and challenges (RL.2.3)
LA.2.RL.4 Sequence story events
LA.2.RI.3 Describe the connections within a series of historical events, scientific ideas or concepts, or steps in technical procedures (RI.2.3)
LA.2.RL.12 Make connections between a text and personal life experiences

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Describe how characters in a grade-appropriate story respond to major events and challenges DOK 2 I can describe how characters in a story react to important events in the story. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a grade-appropriate informational text DOK 3 I can make connections between events, ideas, or steps in informational text. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Challenge, character, concept, connection, event, idea, procedure, respond, series, story, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Recognize or recall how characters in a grade-appropriate story respond to major events and challenges Sequence story events (<i>e.g., given a list of story events, place them in the correct order</i>) Recognize or recall events, ideas, concepts, or steps in a grade-appropriate informational text Map connections between a series of events, ideas, or steps in a grade-appropriate informational text using a teacher-provided template or graphic organizer (<i>e.g., complete a graphic organizer template to show the connection between the events, ideas, or steps in an informational text</i>) 	

	<ul style="list-style-type: none"> Make connections between a text and personal life experiences 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: 2
		Strand: Craft and Structure	
Standards: LA.2.RL.5 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (RL.2.4) LA.2.RI.4 Determine the meaning of words and phrases in a text (RI.2.4)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Describe how words and phrases (<i>e.g., those with regular beats, alliteration, rhymes, and repeated lines</i>) supply rhythm and meaning in a grade-appropriate story, poem, or song DOK 3 I can tell how words in stories, poems, or songs can give them rhythm and help people understand them better.Determine the meaning of words and phrases in an informational text relevant to a grade 2 topic or subject area (<i>e.g., using sentence-level context</i>) DOK 3 I can figure out the meanings of words when I am studying a second grade topic.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Alliteration, beat, meaning, poem, rhyme, rhythm, song, story, text, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Identify examples of regular beats, alliteration, rhymes, and repeated lines in grade-appropriate stories, poems, or songs		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		



Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: 2
		Strand: Craft and Structure	
Standards: LA.2.RL.6 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action (RL.2.5) LA.2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information (RI.2.5)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Describe the overall structure of a grade-appropriate story, including describing how the beginning introduces the story and the ending concludes the action DOK 2 I can describe how a story is written including the important parts of a beginning and an ending.Locate key facts or information in a grade-appropriate informational text efficiently using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) DOK 3 I can understand and use all the helpful parts of informational text to find important facts and details quickly.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">Action, beginning, bold print, caption, conclude, electronic menu, ending, fact, glossary, icon, index, information, introduce, story, structure, subheading, text, text feature The student will perform basic processes, such as: <ul style="list-style-type: none">Identify grade-appropriate examples of story structures (e.g., beginning, ending)Identify text features of grade-appropriate informational texts (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**
Strand: **Craft and Structure**Grade: **2**

Standards: LA.2.RL.7 Differentiate characters' points of view, including voice adaptation when reading dialogue aloud (RL.2.6)
LA.2.RI.6 Identify the main purpose of a text (RI.2.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Describe differences in the points of view of characters in a grade-appropriate story, including by speaking in a different voice for each character when reading dialogue aloud DOK 3 I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.Describe the author's purpose in writing a grade-appropriate informational text, including the question or topic that the author wants to answer, explain, or describe DOK 3 I can tell the author's main purpose in informational writing.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Answer, author, character, dialogue, point of view, purpose, question, topic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify what various characters are saying in a grade-appropriate storyIdentify the author's purpose in writing a grade-appropriate informational text (<i>e.g., to answer a question, or explain or describe a topic</i>)	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: 2
		Strand: Integration of Knowledge and Ideas	
Standards: LA.2.RL.8 Use illustrations and words in print or digital text to demonstrate understanding of story elements (RL.2.7) LA.2.RI.7 Explain how specific illustrations contribute to and clarify text (RI.2.7) LA.2.RL.10 Predict story events and outcomes using picture clues and text LA.2.RI.10 Predict content and outcomes using pictures, illustrations, and text			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Use information gained from the illustrations and words in a print or digital grade-appropriate story to demonstrate understanding of its characters, setting, or plot DOK 3 I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story.Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a grade-appropriate informational text DOK 3 I can use diagrams and pictures to help me understand informational text.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Character, clarify, diagram, digital, illustration, image, information, plot, print, setting, text</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Describe the information provided by specific images in a grade-appropriate story or informational text		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
-----------	----------------------------



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **2**
Strand: **Integration of Knowledge and Ideas**

Standard: LA.2.RI.8 Explain how an author uses reasons to support ideas (RI.2.8)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Describe the reasons an author gives to support points in a grade-appropriate informational text DOK 3 I can describe how reasons support the points that an author is trying to make.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Author, point, reason, support, text</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Identify the reasons the author gives to support specific points in a grade-appropriate informational text	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: 2
		Strand: Integration of Knowledge and Ideas	
Standards: LA.2.RL.9 Compare and contrast two or more versions of the same story (e.g., Jesus’ birth) by different authors or from different cultures (RL.2.9) LA.2.RI.9 Compare and contrast the most important ideas in two texts on the same topic (RI.2.9)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Compare and contrast two or more versions of the same grade-appropriate story (e.g., <i>Jesus’ birth</i>) by different authors or from different cultures DOK 3 I can tell how two or more tellings of a story can be the same and different.Compare and contrast the most important points presented by two grade-appropriate informational texts on the same topic DOK 3 I can tell how the important points in two pieces of informational text about the same topic are the same and different.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Author, compare, contrast, culture, point, story, text, topic, version</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Recognize or recall differences between two or more versions of the same grade-appropriate storyIdentify the most important points in two grade-appropriate informational texts on the same topic		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
-----------	----------------------------



Subject: Language Arts Domain: Reading/Literature, Informational Text Grade: 2 Strand: Integration of Knowledge and Ideas		
Standards: LA.2.RL.11 Distinguish between fantasy and reality, right and wrong, fact and opinion LA.2.RI.11 Distinguish between right and wrong, fact and opinion LA.2.RL.13 Choose literature that reflects the teachings in God's Word LA.2.RI.12 Choose informational text that affirms the teachings in God's Word		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Classify statements from stories and informational text as either fantasy or reality, right or wrong, or fact or opinion (<i>e.g., when given a set of sentences from either a story or an informational text, use a T-chart to sort them into given categories</i>) DOK 3 I can tell the difference between fantasy and reality, right and wrong, and fact and opinion in stories and informational text. Choose stories that reflect the teachings in God's Word DOK 3 I can choose stories that would please Jesus. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Choose, difference, fantasy, fact, information, opinion, reality, right, statement, story, text, wrong</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Recognize statements from stories and informational text as either fantasy or reality, right or wrong, or fact or opinion Choose informational texts that affirm the teachings in God's Word 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
-----------	----------------------------



Subject: Language Arts Domain: Reading/Literature, Informational Text Grade: 2
Strand: Range of Reading and Level of Text Complexity

Standards: LA.2.RL.14 Read and comprehend stories and poetry of appropriate complexity, with scaffolding as needed (RL.2.10)
LA.2.RI.13 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity with scaffolding as needed (RI.2.10)
LA.2.RL.15 Read literature for pleasure
LA.2.RI.14 Read informational texts on topics of interest

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Read and comprehend grade-appropriate literature and informational text (e.g., stories, poetry, history/social studies, science, and technical texts) DOK 3 I can read and understand second grade literature and informational text by myself. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Informational, literature, poetry, text</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Read grade-appropriate literature and informational text using teacher-directed comprehension strategies (e.g., modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts	Domain: Writing Strand: Text Types and Purposes	Grade: 2
-------------------------------	--	-----------------

Standards: LA.2.W.1 Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words (e.g., because, and, also), and provide a concluding statement (W.2.1)
LA.2.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Write 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 (<i>e.g., because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section DOK 3 <p>I can write my opinion about a topic and give reasons for my thinking.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Affirm, concluding statement, connect, His Word, honor, introduce, linking, opinion, reason, support, teachings, topic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Complete a teacher-provided template to represent opinions (<i>e.g., My topic is _____. I think this about my topic: _____ because _____.</i>) Produce writing that honors God and affirms the teachings in His Word 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **2**Strand: **Text Types and Purposes****Standards:** LA.2.W.2 Write informative/exploratory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement (W.2.2)

LA.2.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section DOK 3 I can write to teach about a topic by giving facts and definitions about the topic.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Concluding statement, definition, fact, informative/explanatory, introduce, point, topic</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Write informative/explanatory pieces using a teacher-provided template or graphic organizer (e.g., <i>My topic is _____. Things I know about my topic: _____. </i>)Produce writing that honors God and affirms the teachings in His Word	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts	Domain: Writing Strand: Text Types and Purposes	Grade: 2
-------------------------------	--	-----------------

Standards: LA.2.W.3 Write narratives that recount a well-elaborated event or short sequence of events, include details (e.g., action, thought, feelings), use temporal words to signal sequence, and provide a sense of closure (W.2.3)
LA.2.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Write narratives in which they recount a well-elaborated 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 closure <p>DOK 3 I can write to tell an organized story with details about events, thoughts, and feelings.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Action, closure, detail, elaborate, event, narrative, sequence, time order</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Write narrative pieces using a teacher-provided template or graphic organizer (e.g., <i>My story is about _____. This is the order in which things happened: _____. This is what happened at the end: _____.</i>) Produce writing that honors God and affirms the teachings in His Word 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Writing	Grade: 2
		Strand: Production and Distribution of Writing	
Standards: LA.2.W.5 With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing (W.2.5) LA.2.W.6 With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.2.6) LA.2.W.10 Write routinely for a range of tasks, purposes, and audiences			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Focus on a topic and strengthen writing as needed by revising and editing DOK 3 I can listen to others' ideas to revise and edit my writing and make it better.Use a variety of digital tools to produce and publish grade-appropriate writing independently DOK 2 I can use a computer or tablet to publish my writing.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">Digital, edit, focus, independently, plan, publish, revise, technology, tool, topic The student will perform basic processes, such as: <ul style="list-style-type: none">Plan writing using a teacher-provided planning template or graphic organizer (e.g., My topic is _____. Details about my topic include:_____.)Revise and edit writing based on teacher and peer feedbackDemonstrate the features of various grade-appropriate technologies (e.g., word processor)Write routinely for a range of tasks, purposes, and audiences		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Writing	Grade: 2
		Strand: Production and Distribution of Writing	
Standard: LA.2.W.7 Apply common conventions of handwriting (e.g., proper space between words, sentences, and paragraphs; margins)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Demonstrate proper formation of uppercase and lowercase letters (<i>e.g., follow common language of letter formation as letters are formed</i>) DOK 1 I can write uppercase and lowercase letters correctly.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Form, handwriting, lowercase letters, margin, paragraph, sentence, space, uppercase letters, word, write</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Demonstrate common conventions of handwriting (<i>e.g., proper space between words, sentences, and paragraphs; margins</i>)		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		

Subject: **Language Arts**Domain: **Writing**Grade: **2**Strand: **Research to Build and Present Knowledge****Standard:** LA.2.W.8 Participate in shared research and writing projects (e.g., read books on a single topic to produce a report, record science observations) (W.2.7)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Demonstrate the features of grade-appropriate shared research writing (e.g., read a number of books on a single topic to produce a report; record science observations) DOK 3 I can help my class explore books or do science experiments and write about what we learned.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Observation, record, report, research, topic</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Write grade-appropriate research pieces using a teacher-provided template or graphic organizer (e.g., <i>My topic is _____. Things I learned from reading about my topic:_____.</i>)	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **2**Strand: **Research to Build and Present Knowledge****Standard:** LA.2.W.9 Recall experiences or gather information from provided sources to answer a question (W.2.8)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Recall information from experiences or gather information from grade-appropriate sources to answer a self-generated question DOK 2 I can use what I have learned to answer questions or I can find out the answers somewhere else.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Answer, experience, information, question, recall, source</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Recall information from experiences or gather information from teacher-provided grade-appropriate sources to answer a self-generated question	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Speaking and Listening**
Strand: **Comprehension and Collaboration**Grade: **2**

Standard: LA.2.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); link comments to others' remarks; ask for clarification and further explanation (SL.2.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Participate in collaborative conversations with diverse partners about grade-appropriate topics and texts with peers and adults in small and larger groups (<i>e.g., build on others' talk in conversations by linking their comments to the remarks of others, ask for clarification and further explanation as needed about the topics and texts under discussion</i>) DOK 3 I can show that I know how to have good conversations with my friends and teachers.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Clarification, conversation, discussion, explanation, link, text, topic</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Follow agreed-upon rules for discussions (<i>e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>)	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Speaking and Listening	Grade: 2
		Strand: Comprehension and Collaboration	
Standards: LA.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2) LA.2.SL.3 Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding (SL.2.3)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Summarize key ideas or details from a grade-appropriate text read aloud or information presented orally or through other media DOK 3 I can talk about the important ideas and details after I listen to someone read or speak.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 DOK 2 I can ask and answer questions about what a speaker says to help me understand the information better.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">Answer, ask, clarify, comprehension, detail, idea, information, issue, media, orally, question, summarize, text, topic The student will perform basic processes, such as: <ul style="list-style-type: none">Identify key ideas or details in a grade-appropriate text read aloud or an oral presentationAnswer teacher-provided questions about a grade-appropriate text read aloud or an oral presentation		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**

Domain: **Speaking and Listening**

Grade: **2**

Strand: **Presentation of Knowledge and Ideas**

Standards: LA.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speak audibly in coherent sentences; use appropriate voice level, phrasing, and intonation (SL.2.4)

LA.2.SL.7 Demonstrate reverence when listening to God's Word and participating in prayer

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Tell a grade-appropriate story or recount an experience with appropriate facts and relevant, descriptive details in an oral presentation (<i>e.g., speaking audibly in coherent sentences</i>) DOK 2 <p>I can tell or share a story with important details to help others understand.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Descriptive, detail, experience, fact, God's Word, listen, oral, prayer, recount, relevant, reverence, story</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Write a grade-appropriate speech using a teacher-provided graphic organizer or template (<i>e.g., My speech is about: _____. Details about the topic of my speech include: _____. </i>) Demonstrate reverence when listening to God's Word and participating in prayer 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
-----------	----------------------------



Subject: Language Arts	Domain: Speaking and Listening	Grade: 2
Strand: Presentation of Knowledge and Ideas		

Standards: LA.2.SL.5 Create digital recordings (e.g., stories, poems, songs), with visuals when appropriate to clarify meaning (SL.2.5)
 LA.2.SL.6 Speak in complete sentences when appropriate to task and situation (SL.2.6)
 LA.2.L.6 Use words and phrases, including adjectives and adverbs, acquired through conversations, reading and being read to, and responding to texts (L.2.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Create audio recordings of stories or poems DOK 2 I can make a recording of a story or poem. Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings DOK 2 I can use drawings or other things like that to help people understand me better. Use grade-appropriate words and phrases acquired through conversations, reading and being read to, and responding to a grade-appropriate text, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>) DOK 2 I can use the new words I learn in different ways to show that I know what they mean. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Adjective, adverb, audible, audio, clarification, clarify, coherent, complete sentence, conversation, detail, experience, feeling, idea, meaning, poem, presentation, respond, sentence, situation, story, task, text, visual, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification Recognize or recall the meaning of grade-appropriate general academic and domain-specific words and phrases 	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **2**Strand: **Conventions of Standard English**

Standard: LA.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use collective nouns, irregular plural nouns (e.g., feet, children, teeth, mice, fish), reflexive pronouns (e.g., myself, ourselves), the past tense of irregular verbs (e.g., sat, hid, told, drew); choose appropriate adjectives and adverbs depending on what is to be modified; produce and expand complete simple and compound sentences (L.2.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">• Use collective nouns (e.g., group) DOK 2 I can use collective nouns (a group of people, a pride of lions).• Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) DOK 2 I can make and use irregular plural nouns correctly (feet, children, teeth, mice, fish).• Use reflexive pronouns (e.g., myself, ourselves) DOK 2 I can use reflexive pronouns (himself, myself, ourselves).• Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) DOK 2 I can make and use common irregular verbs (sat, hid, told).• Use adjectives and adverbs, and choose between them depending on what is to be modified DOK 2 I can use adjectives and adverbs correctly.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none">• <i>Adjective, adverb, collective, irregular, modify, noun, past tense, plural, reflexive pronoun, verb</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">• Use grade-appropriate grammar and usage in isolation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **2**Strand: **Conventions of Standard English**

Standard: LA.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use collective nouns, irregular plural nouns (e.g., feet, children, teeth, mice, fish), reflexive pronouns (e.g., myself, ourselves), the past tense of irregular verbs (e.g., sat, hid, told, drew); choose appropriate adjectives and adverbs depending on what is to be modified; produce and expand complete simple and compound sentences (L.2.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Produce, expand, and rearrange complete simple and compound grade-appropriate sentences in context (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the boy</i>) DOK 2 I can make and use complete simple and compound sentences.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Complete sentence, compound sentence, expand, produce, rearrange, simple sentence</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Produce, expand, and rearrange complete simple and compound grade-appropriate sentences in isolation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **2**Strand: **Conventions of Standard English**

Standard: LA.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize proper nouns and initials; use commas in greetings and closing of letters; use apostrophes to form contractions and possessives; generalize learned spelling patterns (e.g., cage > badge > boy > boil); consult reference materials (e.g., beginning dictionary) as needed to check spellings (L.2.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Capitalize holidays, product names, and geographic names DOK 2 I can use capital letters at the beginnings of holidays, product names, and places on a map.Use commas in greetings and closings of letters DOK 2 I can use commas in greetings and closings of letters.Use an apostrophe to form contractions and frequently occurring possessives DOK 2 I can use apostrophes to make contractions and to show possession.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Apostrophe, capitalize, closing, comma, contraction, greeting, possessive</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Demonstrate the use of grade-appropriate conventions in isolation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**

Domain: **Language**

Grade: **2**

Strand: **Conventions of Standard English**

Standard: LA.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize proper nouns and initials; use commas in greetings and closing of letters; use apostrophes to form contractions and possessives; generalize learned spelling patterns (e.g., cage > badge, boy > boil); consult reference materials (e.g., beginning dictionary) as needed to check spellings (L.2.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil) DOK 2 I can use spelling patterns I have learned to write words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings DOK 2 I can use tools like a dictionary to check and correct my spelling. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Dictionary, generalize, pattern, reference</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Spell grade-appropriate words correctly in isolation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**
Strand: **Knowledge of Language**Grade: **2**

Standard: LA.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: compare formal and informal uses of English; use correct word and sentence order (L.2.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Compare formal and informal uses of English (<i>e.g., compare the use of language in a conversation versus a speech</i>) DOK 3 I can compare formal and informal ways that people speak English.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Compare, formal, informal</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Identify examples of formal versus informal uses of English (<i>e.g., a conversation versus a speech</i>)Use correct word and sentence order	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**
Strand: **Vocabulary Acquisition and Use**Grade: **2**

Standard: LA.2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a word when a known prefix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use knowledge of the meaning of individual words to predict the meaning of compound words; use print and digital glossaries or dictionaries to determine the meaning of words and phrases (L.2.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">• Use sentence-level context as a clue to the meaning of a grade-appropriate word or phrase DOK 2 I can use context clues to help me understand new words.• Use context to confirm or self-correct word recognition and understanding DOK 2 I can use context to help me recognize words.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">• <i>Clue, confirm, context, meaning, phrase, self-correct, sentence-level, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none">• Identify words that help to determine the meaning from context	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **2**Strand: **Vocabulary Acquisition and Use**

Standard: LA.2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a word when a known prefix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use knowledge of the meaning of individual words to predict the meaning of compound words; use print and digital glossaries or dictionaries to determine the meaning of words and phrases (L.2.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">• Determine the meaning of the new grade-appropriate word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>) DOK 3 I can use prefixes I know to help me understand new words.• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>) DOK 3 I can use root words to help me understand new words.• Use the knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>) DOK 3 I can use the meanings of the two smaller words in a compound word to make a prediction about what it means.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none">• <i>Affix, clue, compound word, meaning, predict, prefix, root, suffix, word</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">• Recognize or recall the meanings of grade-appropriate affixes and roots	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**
Strand: **Vocabulary Acquisition and Use**Grade: **2**

Standard: LA.2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a word when a known prefix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use knowledge of the meaning of individual words to predict the meaning of compound words; use print and digital glossaries or dictionaries to determine the meaning of words and phrases (L.2.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Use grade-appropriate glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases DOK 2 I can use glossaries, dictionaries, or the internet to help me find the meanings of new words.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Clarify, dictionary, digital, glossary, meaning, phrase, print, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Demonstrate the use of grade-appropriate glossaries or beginning dictionaries in isolation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts	Domain: Language Strand: Vocabulary Acquisition and Use	Grade: 2
-------------------------------	--	-----------------

Standard: LA.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings: identify real-life connections between words and their use (e.g., describe foods that are spicy); distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny) (L.2.5)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explain the real-life connections between grade-appropriate words and their use (e.g., <i>describe foods that are spicy or juicy</i>) DOK 2 I can find real-life connections between words and the way they are used (food that are spicy or juicy).Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, pitch</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>) in a grade-appropriate text DOK 3 I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Adjective, connection, distinguish, meaning, real-life, related, shade of meaning, use, verb, word</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify examples of real-life connections between grade-appropriate words and their use (e.g., <i>identify foods that are spicy or juicy</i>)Determine the meanings of closely related verbs (e.g., <i>toss, throw, pitch</i>) and adjectives (e.g., <i>thin, slender, skinny, scrawny</i>) in isolation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	