

Grade Two Rubric Descriptors

Reading Performance over time provides evidence that the student:	
6	reads and understands a variety of advanced materials; reads with smooth and expressive pacing; uses a wide range of strategies to deal with difficult text; can summarize concisely, makes inferences, and uses text to support ideas.
5	reads and understands a variety of materials above grade level; reads with smooth pacing; uses a variety of strategies to deal with unfamiliar text; can adequately summarize and make inferences.
4	<i>reads and understands a variety of grade level material; reads at a comfortable pace; uses strategies for meaning within text; can retell a story and begins to make inferences.</i>
3	reads and understands a variety of simple text; reads at a developing pace; begins to use strategies for new text; begins to retell stories; needs support to read grade level materials.
2	reads and understands very simple text; struggles with pacing; has difficulty with unfamiliar material; needs a great deal of support in all areas.
1	is an emergent reader; reads word-by-word; needs extra support in addition to classroom teacher.
Writing – A collection of work reflects a writer who demonstrates:	
6	a purposeful organizational plan; clear sentence sense and variety; control over vocabulary choice and arrangement; confident writing using a variety of styles; elaboration of ideas through multiple sentences and well-chosen details; few errors in conventions*.
5	a strong organizational plan; clear sentence sense; precise vocabulary choice; comfortable writing in a variety of styles; elaboration of ideas through use of some details; few errors in conventions*.
4	<i>evidence of an organizational plan; varied sentence structure; beginning use of precise vocabulary; writing in a variety of styles; elaboration of some ideas; some errors in conventions*.</i>
3	some evidence of an organizational plan; simple, repetitive sentences; few descriptive words; beginning to write in a variety of styles; little elaboration of ideas; more frequent errors in conventions*.
2	an inconsistent organizational plan; short simple sentences or long rambling sentences; limited vocabulary; attempts to write in a variety of styles; vague or confusing statements; frequent errors in conventions*.
1	writing that is unreadable; use of pictures instead of words; lack of word boundaries.
*conventions = grammar, spelling, and punctuation	
Speaking – Over time, oral presentations and contributions to discussions provide evidence that the student:	
6	expresses thoroughly-developed and organized ideas; makes relevant comments focused on the topic; uses delivery strategies to engage listeners*; demonstrates creative command of vocabulary selection and grammar.
5	expresses well-organized ideas with some elaboration; makes relevant comments focused on the topic; usually uses delivery strategies to engage listeners*; demonstrates strong vocabulary selection and command of grammar.
4	<i>expresses organized ideas with few details; makes comments usually focused on the topic; uses some delivery strategies to engage listeners*; demonstrates appropriate vocabulary selection and grammar.</i>
3	expresses ideas with some organization and/or detail; may require prompting to remain on-topic; uses few delivery strategies to engage listeners*; demonstrates basic, often repetitive vocabulary selection and inconsistent command of grammar.
2	expresses ideas with limited organization and/or detail; makes comments that often stray off-topic; uses minimal delivery strategies to engage listeners*; demonstrates limited vocabulary selection and grammar.

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1	rarely expresses ideas; makes comments that consistently stray off-topic; demonstrates delivery that is difficult to hear and/or understand; requires prompting to demonstrate limited vocabulary selection and grammar.
	*delivery strategies – eye contact, volume, tone, and expression
	Math – Performance over time provides evidence that the student:
6	communicates clear understanding of math concepts through pictures, numbers, symbols, and words; demonstrates highly accurate computation; uses an increasing number of strategies to solve problems across a variety of mathematical concepts.
5	communicates understanding of math concepts through pictures, numbers, symbols, and words; demonstrates accurate computation with few errors; uses more than one appropriate strategy to solve problems across a variety of mathematical concepts.
4	<i>communicates understanding of math concepts through pictures, numbers, symbols, or words, but may rely on pictorial models; demonstrates accurate computation with some errors; uses an appropriate strategy to solve problems across a variety of mathematical concepts.</i>
3	communicates limited understanding of math concepts through the use of pictures, numbers, symbols, or words; demonstrates inconsistent computation; uses an appropriate strategy inconsistently to solve problems across a variety of mathematical concepts.
2	communicates minimal understanding of math concepts through beginning use of pictures, numbers, symbols, or words; computes with frequent errors; makes partial attempts to solve problems but little progress towards a solution.
1	communicates little or no understanding of math without prompting; requires assistance to compute; applies a strategy to solve problems with assistance.
	History/Social Science Performance over time provides evidence that the student:
6	independently provides examples of connections between past, present, and future; independently uses maps and/or globes to demonstrate and apply thorough understanding of geography; uses and compares many historical sources* to gain information; demonstrates thorough understanding of cultures.
5	makes relevant connections between past, present, and future; independently uses a map and/or globe to demonstrate understanding of geography; uses and compares historical sources* to gain information; demonstrates understanding of cultures.
4	<i>makes connections between the past, present, and future; uses a map and/or globe; uses historical sources* to gain information; demonstrates understanding of cultures.</i>
3	makes connections between past, present, and future with assistance; is beginning to use a map or globe without assistance; uses historical sources* to gain information with assistance; demonstrates some understanding of cultures.
2	struggles to make connections between past, present, and future; uses a map or globe with assistance; uses historical sources* to gain information on a limited basis; demonstrates limited understanding of cultures.
1	is unable to make any connections between past, present, and future; is unable to use maps or globes even with assistance; is unable to demonstrate an understanding of cultures.
	*historical sources - may include textbooks, reference books, diaries, photos, artifacts, original documents

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Science-Performance over time provides evidence that the student:	
6	demonstrates thorough understanding of concepts and makes scientific connections; develops questions and gains information using a wide variety of resources; makes accurate predictions and draws conclusions thoroughly supported by evidence; systematically uses a variety of tools to accurately measure, observe, and record results.
5	demonstrates thorough understanding of concepts; gains information using a variety of resources; makes accurate predictions and draws conclusions using some supporting evidence; independently uses tools to accurately measure, observe, and record results with few errors.
4	<i>demonstrates understanding of concepts; gains information from available resources; makes logical predictions and draws conclusions; uses tools to measure, observe, and record results with some errors.</i>
3	demonstrates limited understanding of science concepts; may require assistance to gain information from available resources; requires prompting or re-teaching to make logical predictions and conclusions; may require assistance when using tools to measure, observe, and record results.
2	demonstrates incomplete or inaccurate understanding of concepts; requires assistance to gain information from available resources; requires prompting and re-teaching to make predictions and conclusions; requires assistance when using tools.
1	is unable to demonstrate understanding of concepts; is unable to get information from available resources even with assistance; requires re-teaching to make predictions; is unable to use tools even with assistance.

- *Italics* indicates level 4, the benchmark which demonstrates the student is consistently meeting the standard

Proficiency Levels:

- 6 Exceptional Proficiency
- 5 Advanced Proficiency
- 4 Proficient
- 3 Developing Proficiency
- 2 Limited Proficiency
- 1 Minimal Proficiency