### **Kindergarten Reading Rubric for Meets Grade Level Expectations**

Standard	December	March	June
	M: With prompting and support, student asks	M: With prompting and support, student asks	M: With prompting and support, student asks
Demonstrates the	and answers questions about key details in a	and answers questions about key details in a	and answers questions about key details in a
ability to use	text most of the time.	grade level text and above most of the time.	grade level text and above most of the time.
conversation to build	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student asks	<b>P:</b> With prompting and support, student asks
ideas	answers questions about key details in a text	and answers questions about key details in a	and answers questions about key details in a
	some of the time.	grade level text and above some of the time.	grade level text and above some of the time.
	M: Student maintains interest and focus for 10-	M: Student maintains interest and focus for	M: Student maintains interest and focus for 20-
	15 minutes during reading workshop (can	15-20 minutes during reading workshop (can	30 minutes during reading workshop (can
	include independent reading practice and	include independent reading practice and	include independent reading practice and
Maintains interest and	partner reading).	partner reading).	partner reading).
focus during reading	P: Student maintains interest and focus for 5-	P: Student maintains interest and focus for 10-	P: Student maintains interest and focus for 15-
	10 minutes during reading workshop (can	15 minutes during reading workshop (can	20 minutes during reading workshop (can
	include independent reading practice and	include independent reading practice and	include independent reading practice and
	partner reading).	partner reading).	partner reading).
	M: Student follows words from left to right,	M: Student follows words from left to right,	M: Student follows words from left to right,
<b>Demonstrates concepts</b>	page to page, and correctly demonstrates 1:1	page to page, and correctly demonstrates 1:1	page to page, top to bottom and correctly
of print within a text	match across one line of text.	match across one line of text.	demonstrates 1:1 match across multiple lines of
-			text.
	<b>P:</b> Inconsistent use of directionality and 1:1	<b>P:</b> Inconsistent use of directionality and 1:1	<b>P:</b> Inconsistent use of directionality and 1:1
	match across one line of text.	match across one line of text.	match across multiple lines of text.
	M: Student recognizes and produces rhymes	M: Student recognizes and produces rhymes	M: Student recognizes and produces rhymes
Recognizes and	most of the time.	most of the time.	most of the time.
produces rhyming	P: Student recognizes and produces rhymes	P: Student recognizes and produces rhymes	P: Student recognizes and produces rhymes
words	some of the time.	some of the time.	some of the time.
	M: Student demonstrates knowledge of a	M: Student demonstrates knowledge of a	M: Student demonstrates knowledge of a
Recognizes and names	combination of 33-35 upper and lower case	combination of 40-42 upper and lower case	combination of 48-49 upper and lower case
upper and lower case	letters.	letters.	letters.
letters	P: Student demonstrates knowledge of a	P: Student demonstrates knowledge of a	P: Student demonstrates knowledge of a
	combination of 24-32 upper and lower case	combination of 35-39 upper and lower case	combination of 45-47 upper and lower case
	letters.	letters.	letters.
	M: Student demonstrates knowledge of 12-15	M: Student demonstrates knowledge of 16-18	M: Student demonstrates knowledge of 19-21
Produces appropriate	letter sounds.	letter sounds.	letter sounds.
sounds for			
corresponding letters	<b>P:</b> Student demonstrates knowledge of 10-11	P: Student demonstrates knowledge of 12-15	P: Student demonstrates knowledge of 16-18
1 8	letter sounds.	letter sounds.	letter sounds.
	M: Student reads 6 high frequency words from	M: Student reads 15 high frequency words	M: Student reads 25 high frequency words from
	the Kindergarten word work curriculum.	from the Kindergarten word work curriculum.	the Kindergarten word work curriculum.
Reads common high			
frequency words	<b>P:</b> Student reads 3-5 high frequency words	<b>P:</b> Student reads 6-14 high frequency words	P: Student reads 15-24 high frequency words
	from the word work curriculum.	from the word work curriculum.	from the word work curriculum.
	No. Wild	No. Wild	No Mari
TT Total Transition	M: With prompting and support, student	M: With prompting and support, student	M: With prompting and support, student begins
Uses multiple strategies	begins to use meaning, syntax <b>or</b> visual cues	begins to use meaning, syntax or visual cues	to use more than one cueing system (meaning,
to problem solve new	(ex. follows pattern, uses picture etc.).	(ex. follows pattern, uses picture etc.).	syntax or visual cues).
words	<b>P:</b> With frequent prompting and support,	<b>P:</b> With frequent prompting and support,	<b>P:</b> With prompting and support, student uses

	student begins to use meaning, syntax or visual	student begins to use meaning, syntax or	only one cueing system (meaning, syntax or
	cues (ex. follows pattern, uses picture etc.).	visual cues (ex. follows pattern, uses picture	visual cues).
		etc.).	
	<b>M:</b> With prompting and support, student retells	<b>M:</b> With prompting and support, student retells	<b>M:</b> With prompting and support, student retells
	familiar stories including some key details	familiar stories including some key details and	familiar stories including most key details and
Uses story elements in	from the beginning, middle and end.	story elements.	story elements.
oral retelling of text	<b>P:</b> With prompting and support, student retells	<b>P:</b> With prompting and support, student retells	<b>P:</b> With prompting and support, student retells
	familiar stories that may include non-	familiar stories including some key details	familiar stories including some key details and
	relevant/limited details from the beginning,	from the beginning, middle and end.	story elements.
	middle and end.		
	M: Student reads instructionally at Level B.	M: Student reads instructionally at Level C.	M: Student reads instructionally at Level D.
Reads emergent reader			-
text with purpose and	<b>P:</b> Student reads instructionally at Level A.	<b>P:</b> Student reads instructionally at Level B.	<b>P:</b> Student reads instructionally at Level C.
understanding			-

## **Kindergarten Writing Rubric for Meets Grade Level Expectations**

Standard	December	March	June
Generates ideas	<b>M:</b> Student uses a combination of talking, sketching <b>or</b> writing to plan a piece of writing.	M: Student uses a combination of talking, sketching and writing to plan a piece of writing.	<b>M:</b> Student uses a combination of talking, sketching <b>and</b> writing to plan a piece of writing.
and plans for writing	<b>P:</b> With guidance and support, student uses a combination of talking, sketching <b>or</b> writing to plan a piece of writing.	P: With guidance and support, student uses a combination of talking, sketching and writing to plan a piece of writing.	<b>P:</b> With guidance and support, student uses a combination of talking, sketching <b>and</b> writing to plan a piece of writing.
Applies	M: Student applies knowledge of letter/sound relationship by writing letter(s) for some consonant or short vowel sounds.	<b>M:</b> Student applies knowledge of letter/sound relationship by writing letter(s) for <b>some</b> consonant or short vowel sounds and spells some simple words phonetically in writing.	M: Student applies knowledge of letter/sound relationship by writing letter(s) for <b>most</b> consonant or short vowel sounds and spells some simple words phonetically in writing.
letter/sound relationships in writing	P: With guidance and support, student applies knowledge of letter/sound relationship by writing letter(s) for some consonant or short vowel sounds.	<b>P:</b> With guidance and support, student applies knowledge of letter/sound relationship by writing letter(s) for <b>some</b> consonant or short vowel sounds and spells some simple words phonetically in writing.	<b>P:</b> Student applies knowledge of letter/sound relationship by writing letter(s) for <b>some</b> consonant or short vowel sounds and spells some simple words phonetically in writing.
Maintains interest and focus during writing	M: Student maintains interest and focus for 10-15 minutes during writing workshop (can include independent practice and partner work).  P: Student maintains interest and focus for 5-10 minutes during writing workshop (can include independent practice and partner work).	M: Student maintains interest and focus for about 15-20 minutes during writing workshop (can include independent practice and partner work).  P: Student maintains interest and focus for 10-15 minutes during writing workshop (can include independent practice and partner work).	M: Student maintains interest and focus for about 20-25 minutes during writing workshop (can include independent practice and partner work).  P: Student maintains interest and focus for 15-20 minutes during writing workshop (can include independent practice and partner work).
Applies revision strategies to written work	M: With guidance and support, student begins to add details to pictures and written work to strengthen writing.  P: With guidance and support, student begins to add details to pictures or written	<ul> <li>M: With guidance and support, student begins to add details to pictures and written work to strengthen writing.</li> <li>P: With guidance and support, student begins to add details to pictures or written work to strengthen</li> </ul>	M: With guidance and support, student adds details to pictures and written work to strengthen writing.  P: With guidance and support, student begins to add details to pictures and written work to
Applies editing skills to written work	work to strengthen writing.  M: Student begins to use spaces between words to demonstrate one to one correspondence in writing and is able to reread own writing some of the time.	writing.  M: Student uses spaces between words to demonstrate one to one correspondence in writing, rereads own writing most of the time and capitalizes the pronoun <i>I</i> .	strengthen writing.  M: Student uses spaces between words, rereads own writing all of the time, capitalizes the first word in a sentence and the pronoun <i>I</i> , and recognizes and names end punctuation.
	P: With guidance and support, student begins to use spaces between words to demonstrate one to one correspondence in writing and is able to reread own writing some of the time	<b>P:</b> Student <b>begins</b> to use spaces between words to demonstrate one to one correspondence in writing, rereads own writing <b>some</b> of the time and capitalizes the pronoun <i>I</i> .	<b>P:</b> Student uses spaces between words, rereads own writing <b>most</b> of the time, and <b>begins</b> to capitalize the first word in a sentence and the pronoun <i>I</i> and <b>begins</b> to recognize and name end punctuation.
Spells common high frequency	<b>M:</b> Student spells 5-6 HF words correctly in writing.	<b>M:</b> Student spells 8-9 HF words correctly in writing.	<b>M:</b> Student spells 12-15 HF words correctly in writing.

words correctly in			
writing	<b>P:</b> Student spells 2-4 HF words correctly in	<b>P:</b> Student spells 5-7 HF words correctly in writing.	<b>P:</b> Student spells 8-11 HF words correctly in
	writing.		writing.
	M: With guidance and support, student	<b>M:</b> With guidance and support, student uses a	<b>M:</b> Student uses a combination of drawing,
	uses a combination of drawing, dictating,	combination of drawing, dictating, and writing to	dictating, and writing to compose a piece of
	<b>or</b> writing to compose a piece of writing in	compose a piece of writing in a designated genre.	writing in a designated genre.
	a designated genre.		
		Opinion piece: Student states the topic or book title	Opinion piece: Student states the topic or boo
	Opinion piece: Student states the topic or	and states an opinion.	title and states an opinion.
	book title and states an opinion.	Narrative piece: Student narrates a single event or	Narrative piece: Student narrates a single ever
	Narrative piece: Student narrates a single	several loosely linked events and tells about the	or several loosely linked events and tells about
	event or several loosely linked events and	event in sequential order.	the event in sequential order.
	tells about the event in sequential order.	Informative Piece: Student identifies the topic they	<i>Informative Piece</i> : Student identifies the topic
	Informative Piece: Student identifies the	are writing about and supplies information about the	they are writing about and supplies information
	topic they are writing about and supplies information about the topic.	topic.	about the topic.
Writes for many	information about the topic.		
purposes in an	<b>P:</b> With frequent guidance and support,	P: With guidance and support, student uses a	P: With guidance and support, student uses a
organized way	student uses a combination of drawing,	combination of drawing, dictating, <b>or</b> writing to	combination of drawing, dictating, <b>and</b> writin
organized way	dictating, <b>or</b> writing to compose a piece of	compose a piece of writing in a designated genre.	to compose a piece of writing in a designated
	writing in a designated genre.	compose a piece of writing in a designated genie.	genre.
	witting in a designated genre.	Opinion piece: Student states the topic or book title	genie.
	Opinion piece: Student states the topic or	and states an opinion.	Opinion piece: Student states the topic or book
	book title and states an opinion.	Narrative piece: Student narrates a single event or	title and states an opinion.
	Narrative piece: Student narrates a single	several loosely linked events and tells about the	Narrative piece: Student narrates a single eve
	event or several loosely linked events and	event in sequential order.	or several loosely linked events and tells about
	tells about the event in sequential order.	Informative Piece: Student identifies the topic they	the event in sequential order.
	<i>Informative Piece</i> : Student identifies the	are writing about and supplies information about the	<i>Informative Piece</i> : Student identifies the topic
	topic they are writing about and supplies	topic.	they are writing about and supplies information
	information about the topic.		about the topic.

#### **Grade One Reading Rubric for Meets Grade Level Expectations**

Standard	December	March	June
	M: With prompting and support, student asks	M: With prompting and support, student	M: With prompting and support, student
Demonstrates the ability to use conversation to build	and answers questions about key details in a text most of the time.	engages in conversation about a text.	engages in conversation about a text.
ideas	<b>P:</b> With prompting and support, student asks and answers questions about key details in a text some of the time.	<b>P:</b> With prompting and support, student asks and answers questions about key details in a text.	<b>P:</b> With prompting and support, student asks and answers questions about key details in a text.
Maintains interest and focus during reading	M: Student maintains interest and focus for 20-25 minutes during reading workshop (can include independent reading practice and partner reading).  P: Student maintains interest and focus for 15-20 minutes during reading workshop (can include independent reading practice and partner reading).	M: Student maintains interest and focus for 25-30 minutes during reading workshop (can include independent reading practice and partner reading).  P: Student maintains interest and focus for 20-25 minutes during reading workshop (can include independent reading practice and partner reading).	M: Student maintains interest and focus for 30-35 minutes during reading workshop (can include independent reading practice and partner reading).  P: Student maintains interest and focus for 25-30 minutes during reading workshop (can include independent reading practice and partner reading).
Monitors and self-corrects reading	M: Student has a self-correction rate of 1:3-1:5.  P: With prompting and support, student has a	M: Student has a self-correction rate of 1:2-1:4.  P: With prompting and support, student has a	M: Student has a self-correction rate of 1:2-1:3.  P: With prompting and support, student has a
Demonstrates fluent reading with phrasing and expression	self-correction rate of 1:3-1:5.  M: Student reads in short phrases most of the time (primarily in two to three word phrases and some word-by-word reading) and has little use of expression and punctuation.  P: Student reads primarily word by word with some short phrases and little use of expression and punctuation.	self-correction rate of 1:2-1:4.  M: Student reads in longer word phrases (three or four word phrase groups) some of the time; some use of expression and heeds most punctuation.  P: Student reads in short phrases most of the time (primarily in two to three word phrases) and has little use of expression and punctuation.	self-correction rate of 1:2-1:3.  M: Student reads in longer phrases (three or four word phrase groups) at times; uses some expression guided by author's meaning and punctuation.  P: Student reads in short phrases most of the time (primarily in two to three word phrases); some use of expression and heeds most punctuation.
Demonstrates an understanding of how a text is organized	M: Student recognizes text structure in a variety of texts.  P: With prompting and support, student recognizes text structure in a variety of texts.	M: Student recognizes and discusses text structure in a variety of texts.      P: Student recognizes text structure in a variety of texts.	M: Student recognizes and discusses text structure and features in a variety of texts.  P: Student recognizes and discusses text structure in a variety of texts.
Understands and applies knowledge of letters and sounds	M: Student demonstrates knowledge and usage of all individual letters and corresponding sounds and most consonant clusters (digraphs and blends) corresponding to the word work curriculum.  P: Student demonstrates knowledge and usage	M: Student demonstrates knowledge and usage of all individual letters and corresponding sounds and most consonant clusters (digraphs and blends) corresponding to the word work curriculum.  P: Student demonstrates knowledge and usage	M: Student demonstrates knowledge and usage of most consonant clusters (digraphs and blends) and most spelling patterns (ex. –ake) corresponding to the word work curriculum.  P: Student demonstrates knowledge and usage
30unus	of most individual letters and corresponding sounds and some consonant clusters (digraphs and blends) corresponding to the word work curriculum.	of most individual letters and corresponding sounds and some consonant clusters (digraphs and blends) corresponding to the word work curriculum.	of some consonant clusters (digraphs and blends) and some spelling patterns (ex. –ake) corresponding to the word work curriculum.
Reads common high frequency words	M: Student reads 20-25 high frequency words from the word work curriculum.      P: Student reads 15-19 high frequency words from the word work curriculum.	M: Student reads 50 high frequency words from the word work curriculum.  P: Student reads 25-49 high frequency words from the word work curriculum.	M: Student reads 100 high frequency words from the word work curriculum.  P: Student reads 75-99 high frequency words from the word work curriculum.
Uses multiple strategies to problem solve new words	<b>M:</b> Student uses multiple strategies (meaning, syntax, and visual) consistently.	<b>M:</b> Student uses multiple strategies (meaning, syntax, and visual) consistently.	M: Student uses multiple strategies (meaning, syntax, and visual) consistently.

	<b>P:</b> Student inconsistently uses meaning,	<b>P:</b> Student inconsistently uses meaning, syntax,	<b>P:</b> Student inconsistently uses meaning, syntax,
	syntax, and visual cues or employs only 1 or 2	and visual cues or employs only 1 or 2 of the 3	and visual cues or employs only 1 or 2 of the 3
	of the 3 cueing systems.	cueing systems.	cueing systems.
	M: With prompting and support, student retells	M: With prompting and support, student retells	M: With prompting and support, student retells
Uses a variety of strategies	independent and familiar stories including	independent and familiar stories including most	independent and familiar stories including most
to comprehend within and	most story elements/key details and states	story elements/key details and states opinions	story elements/key details and states opinions
beyond the text	opinions about texts.	about texts.	about texts.
	<b>P:</b> With prompting and support, student retells	<b>P:</b> With prompting and support, student retells	<b>P:</b> With prompting and support, student retells
	familiar stories including some story elements/	familiar stories including some story elements/	familiar stories including some story elements/
	key details and states opinions about texts.	key details and states opinions about texts.	key details and states opinions about texts.
Reads and comprehends	M: Student reads and comprehends	M: Student reads and comprehends	M: Student reads and comprehends
grade level text	instructionally at Level F.	instructionally at Level H.	instructionally at Level J.
grade level text	P: Student reads and comprehends	P: Student reads and comprehends	P: Student reads and comprehends
	instructionally at Level E.	instructionally at Level G.	instructionally at Level I.

### **Grade One Writing Rubric for Meets Grade Level Expectations**

Standard	December	March	June
Generates ideas and plans for	M: With minimal guidance and support, student generates ideas and considers purpose and audience.	M: With minimal guidance and support, student generates ideas and considers purpose and audience.	<b>M:</b> Student generates ideas and considers purpose and audience.
writing	<b>P:</b> With frequent guidance and support, student generates ideas and considers purpose and audience.	<b>P:</b> With frequent guidance and support, student generates ideas and considers purpose and audience.	<b>P:</b> With minimal guidance and support, student generates ideas and considers purpose and audience.
Maintains interest	M: Student maintains interest and focus for 20-25 minutes during writing workshop (can include independent practice and partner work).	M: Student maintains interest and focus for 25-30 minutes during writing workshop (can include independent practice and partner work).	M: Student maintains interest and focus for 30-35 minutes during writing workshop (can include independent practice and partner work).
and focus during writing	P: Student maintains interest and focus for 15-20 minutes during writing workshop (can include independent practice and partner work).	P: Student maintains interest and focus for 20-25 minutes during writing workshop (can include independent practice and partner work).	P: Student maintains interest and focus for 25-30 minutes during writing workshop (can include independent practice and partner work).
Applies revision strategies to	M: With guidance and support, student begins to add on or delete story/writing ideas to strengthen writing.	<b>M:</b> With guidance and support, student adds on or deletes story/writing ideas to strengthen writing.	M: With guidance and support, student adds on or deletes story/writing ideas to strengthen writing.
written work	<b>P:</b> With frequent guidance and support, student begins to add on or delete story/writing ideas to strengthen writing.	<b>P:</b> With frequent guidance and support, student adds on or deletes story/writing ideas to strengthen writing.	<b>P:</b> With frequent guidance and support, student adds on or deletes story/writing ideas to strengthen writing.
Applies editing skills to written work	M: Student shows evidence of rereading to edit and begins to fix spellings, spacing and mechanics (begins to have sentences with beginning capitalization and ending punctuation).	M: Student shows evidence of rereading to edit and fixes some spellings, spacing and mechanics (some sentences have beginning capitalization and ending punctuation).	M: Student shows evidence of rereading to edit and fixes most spellings, spacing and mechanics (most sentences have beginning capitalization and ending punctuation).
	P: With guidance and support, student shows evidence of rereading to edit and begins to fix spellings, spacing and mechanics (begins to have sentences with beginning capitalization and ending punctuation).	P: Student shows evidence of rereading to edit and begins to fix spellings, spacing and mechanics (begins to have sentences with beginning capitalization and ending punctuation).	<b>P:</b> Student shows evidence of rereading to edit and fixes some spellings, spacing and mechanics (some sentences have beginning capitalization and ending punctuation).
Spells common	M: Student spells 15-25 HF words correctly in writing samples.	<b>M:</b> Student spells 25-50 HF words correctly in writing samples.	<b>M:</b> Student spells 50+ HF words correctly in writing samples.
words correctly in writing	<b>P:</b> Student spells 10-14 HF words correctly in writing samples.	<b>P:</b> Student spells 15-24 HF words correctly in writing samples.	<b>P:</b> Student spells 35-49 HF words correctly in writing samples.
Applies spelling patterns to written work	<b>M:</b> Student applies knowledge of spelling patterns when writing.	<b>M:</b> Student applies knowledge of spelling patterns when writing.	M: Student applies knowledge of spelling patterns when writing.
	P: Student inconsistently applies knowledge of spelling patterns when writing.	<b>P:</b> Student inconsistently applies knowledge of spelling patterns when writing.	<b>P:</b> Student inconsistently applies knowledge of spelling patterns when writing.

Writes for many purposes in an organized way

**M:** With guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.

Opinion piece: Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.

Narrative piece: Student recounts two or more appropriately sequenced events. *Informative Piece*: Student identifies the topic they are writing about and supplies information about the topic.

**P:** With frequent guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.

*Opinion piece*: Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.

Narrative piece: Student recounts two or more appropriately sequenced events. *Informative Piece*: Student identifies the topic they are writing about and supplies information about the topic.

**M:** With guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.

Opinion piece: Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.

Narrative piece: Student recounts two or more appropriately sequenced events. *Informative Piece*: Student identifies the topic they are writing about and supplies information about the topic.

**P:** With frequent guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.

*Opinion piece*: Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.

Narrative piece: Student recounts two or more appropriately sequenced events. Informative Piece: Student identifies the topic they are writing about and supplies information about the topic.

**M:** Student composes a piece of writing in a designated genre with supporting ideas and relevant details.

Opinion piece: Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.

Narrative piece: Student recounts two or more appropriately sequenced events.

Informative Piece: Student identifies the topic they are writing about and supplies information about the topic.

**P:** With guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.

Opinion piece: Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.

Narrative piece: Student recounts two or more appropriately sequenced events.

Informative Piece: Student identifies the topic they are writing about and supplies information about the topic.

# **Grade Two Reading Rubric for Meets Grade Level Expectations**

Standard	December	March	June
	M: With prompting and support, student	M: With prompting and support, student	M: With minimal prompting and support,
Demonstrates the	engages in conversation about a text.	engages in conversation by sharing ideas	student engages in conversation by sharing
ability to use		and building upon the ideas of others.	ideas and building upon the ideas of others.
conversation to	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student
build ideas	asks and answers questions about key	engages in conversation about a text.	engages in conversation by sharing ideas
	details in a text.		and building upon the ideas of others.
	M: Student maintains interest and focus	M: Student maintains interest and focus	<b>M:</b> Student maintains interest and focus for
	for 25-30 minutes during reading	for 30-35 minutes during reading	35-40 minutes during reading workshop
Maintains interest	workshop (can include independent	workshop (can include independent	(can include independent reading practice
and focus during	reading practice and partner reading).	reading practice and partner reading).	and partner reading).
reading	<b>P:</b> Student maintains interest and focus	<b>P:</b> Student maintains interest and focus	<b>P:</b> Student maintains interest and focus for
	for 20-25 minutes during reading	for 25-30 minutes during reading	30-35 minutes during reading workshop
	workshop (can include independent	workshop (can include independent	(can include independent reading practice
	reading practice and partner reading).	reading practice and partner reading).	and partner reading).
Monitors and self-	<b>M:</b> Student has a self-correction rate of	<b>M:</b> Student has a self-correction rate of	<b>M:</b> Student has a self-correction rate of 1:2-
corrects reading	1:3-1:5.	1:2-1:4.	1:3.
corrects reading	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student has
	has a self-correction rate of 1:3-1:5.	has a self-correction rate of 1:2-1:4.	a self-correction rate of 1:2-1:3.
	<b>M:</b> Student reads in longer phrases (three	<b>M:</b> Student reads in longer phrases (three	M: Student reads in longer phrases (three or
	or four word phrase groups) at times;	or four word phrase groups) at times; uses	four word phrase groups) most of time; uses
Demonstrates	uses some expression guided by author's	some expression guided by author's	expression guided by author's meaning and
fluent reading with	meaning and punctuation.	meaning and punctuation.	punctuation.
phrasing and	<b>P:</b> Student reads in longer phrases at	<b>P:</b> Student reads in longer phrases at	<b>P:</b> Student reads in longer phrases (three or
expression	times (primarily in three or four word	times (primarily in three or four word	four word phrase groups) at times; uses
captession	phrases and some word-by-word reading)	phrases and some word-by-word reading)	some expression guided by author's
	and has little use of expression and	and has little use of expression and	meaning and punctuation.
	punctuation.	punctuation.	
	M: Student recognizes and discusses text	M: Student recognizes and discusses text	M: Student recognizes and discusses text
Demonstrates an	structure and features in a variety of	structure and features in a variety of texts.	structure and features in a variety of texts.
understanding of	texts.		
how a text is	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student
organized	recognizes and discusses text structure	recognizes and discusses text structure	recognizes and discusses text structure and
	and features in a variety of texts.	and features in a variety of texts.	features in a variety of texts.
Uses multiple	M: Student uses multiple strategies	M: Student uses multiple strategies	M: Student uses multiple strategies
strategies to	(meaning, syntax, and visual)	(meaning, syntax, and visual)	(meaning, syntax, and visual) consistently.
problem solve new	consistently.	consistently.	
words	<b>P:</b> Student inconsistently uses meaning,	<b>P:</b> Student inconsistently uses meaning,	P: Student inconsistently uses meaning,
	syntax, and visual cues.	syntax, and visual cues.	syntax, and visual cues.
	<b>M:</b> With minimal prompting and support,	<b>M:</b> With minimal prompting and support,	<b>M:</b> With minimal prompting and support,
Recounts (retells or	student retells text including most of the	student retells text including most of the	student retells or summarizes a text
summarizes)	key details and identifies character,	key details and identifies character,	including relevant events and details.
narrative and	setting and major events.	setting and major events.	
informational text	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student	<b>P:</b> With minimal prompting and support,
	partially retells text including most of the	partially retells text including most of the	student partially retells or summarizes a text
	key details and identifies character,	key details and identifies character,	(may include irrelevant events and details).
	setting and major events.	setting and major events.	

	M: With minimal prompting and support,	M: With minimal prompting and support,	M: With minimal prompting and support,
Determines the	student identifies the central	student identifies the central	student identifies the central message/lesson
central	message/lesson (fiction) or main idea	message/lesson (fiction) or main idea	(fiction) or main idea (informational) with
message/lesson or	(informational) with supporting details.	(informational) with supporting details.	supporting details.
main idea in a text	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student	<b>P:</b> With prompting and support, student
mam idea in a text	identifies the central message/lesson	identifies the central message/lesson	identifies the central message/lesson
	(fiction) or main idea (informational)	(fiction) or main idea (informational) with	(fiction) or main idea (informational) with
	with supporting details.	supporting details.	supporting details.
Reads and	M: Student reads and comprehends	M: Student reads and comprehends	M: Student reads and comprehends
comprehends grade	instructionally at Level K.	instructionally at Level L.	instructionally at Level M.
level text	P: Student reads and comprehends	P: Student reads and comprehends	P: Student reads and comprehends
ievei text	instructionally at Level J.	instructionally at Level K.	instructionally at Level L.

### **Grade Two Writing Rubric for Meets Grade Level Expectations**

Standard	December	March	June
Generates ideas	M: With minimal guidance and support, student generates ideas and considers purpose and audience.	M: With minimal guidance and support, student generates ideas and considers purpose and audience.	M: Students generates ideas and considers purpose and audience.
and plans for writing	<b>P:</b> With frequent guidance and support, student generates ideas and considers purpose and audience.	<b>P:</b> With frequent guidance and support, student generates ideas and considers purpose and audience.	P: With minimal guidance and support, student generates ideas and considers purpose and audience.
Maintains interest	M: Student maintains interest and focus for 25-30 minutes during writing workshop.	<b>M:</b> Student maintains interest and focus for 30-35 minutes during writing workshop.	<b>M:</b> Student maintains interest and focus for 35-40 minutes during writing workshop.
and focus during writing	<b>P:</b> Student maintains interest and focus for 20-25 minutes during writing workshop.	<b>P:</b> Student maintains interest and focus for 25-30 minutes during writing workshop.	<b>P:</b> Student maintains interest and focus for 30-35 minutes during writing workshop.
Supports ideas with relevant details	M: With guidance and support, student writes with adequate elaboration using a mix of general and specific details.	M: With guidance and support, student writes with adequate elaboration using relevant and some specific details.	M: Student writes with adequate elaboration using relevant and some specific details.
	P: With guidance and support, student writes with little elaboration using more general than specific details or includes irrelevant details.	P: With guidance and support, student writes with adequate elaboration using a mix of general and specific details or includes irrelevant details.	P: With guidance and support, student writes with adequate elaboration using relevant and some specific details.
Applies revision	M: With guidance and support, student adds on or deletes story/writing ideas to strengthen writing.	M: With guidance and support, student adds on or deletes story/writing ideas to strengthen writing.	M: With guidance and support, student adds on or deletes story/writing ideas to strengthen writing.
strategies to written work	P: With frequent guidance and support, student adds on or deletes story/writing ideas to strengthen writing.	P: With frequent guidance and support, student adds on or deletes story/writing ideas to strengthen writing.	P: With frequent guidance and support, student adds on or deletes story/writing ideas to strengthen writing.
Applies editing skills to written work	M: Student shows evidence of rereading to edit and fix <b>some</b> spellings and mechanics (proper capitalization and punctuation).	M: Student shows evidence of rereading to edit and fix <b>some</b> spellings and mechanics (proper capitalization and punctuation).	<b>M:</b> Student shows evidence of rereading to edit and fix <b>most</b> spellings and mechanics (proper capitalization and punctuation).
	P: With guidance and support, student shows evidence of rereading to edit and fix some spellings and mechanics (proper capitalization and punctuation).	P: With guidance and support, student shows evidence of rereading to edit and fix some spellings and mechanics (proper capitalization and punctuation).	<b>P:</b> Student shows evidence of rereading to edit and fix <b>some</b> spellings and mechanics (proper capitalization and punctuation).
Applies spelling patterns and common high frequency words to written work	M: Student applies knowledge of spelling patterns when writing; student spells most of the HF words correctly in writing.	M: Student applies knowledge of spelling patterns when writing; student spells most of the HF words correctly in writing.	M: Student applies knowledge of spelling patterns when writing; student spells most of the HF words correctly in writing.

	<b>P:</b> Student applies knowledge of spelling patterns when writing; student spells <b>some</b> of the HF words correctly in writing.	<b>P:</b> Student applies knowledge of spelling patterns when writing; student spells <b>some</b> of the HF words correctly in writing.	<b>P:</b> Student applies knowledge of spelling patterns when writing; student spells <b>some</b> of the HF words correctly in writing.
Writes for many purposes in a fluent	M: With guidance and support, student composes a piece of writing in a designated genre with fluency.  Opinion piece: Student states the topic or book title and states an opinion and supplies evidence for the opinion.  Narrative piece: Student recounts two or more appropriately sequenced events.  Informative Piece: Student identifies the topic they are writing about and supplies information about the topic.	M: With guidance and support, student composes a piece of writing in a designated genre with fluency.  Opinion piece: Student states the topic or book title and states an opinion and supplies evidence for the opinion.  Narrative piece: Student recounts two or more appropriately sequenced events.  Informative Piece: Student identifies the topic they are writing about and supplies information about the topic.	M: Student composes a piece of writing in a designated genre with fluency.  Opinion piece: Student states the topic or book title and states an opinion and supplies evidence for the opinion.  Narrative piece: Student recounts two or more appropriately sequenced events.  Informative Piece: Student identifies the topic they are writing about and supplies information about the topic.
and organized way	P: With frequent guidance and support, student composes a piece of writing in a designated genre with fluency.  Opinion piece: Student states the topic or book title and states an opinion and supplies evidence for the opinion.  Narrative piece: Student recounts two or	P: With frequent guidance and support, student composes a piece of writing in a designated genre with fluency.  Opinion piece: Student states the topic or book title and states an opinion and supplies evidence for the opinion.  Narrative piece: Student recounts two or	P: With guidance and support, student composes a piece of writing in a designated genre with fluency.  Opinion piece: Student states the topic or book title and states an opinion and supplies evidence for the opinion.  Narrative piece: Student recounts two or
	more appropriately sequenced events. <i>Informative Piece</i> : Student identifies the topic they are writing about and supplies information about the topic.	more appropriately sequenced events. <i>Informative Piece</i> : Student identifies the topic they are writing about and supplies information about the topic.	more appropriately sequenced events. <i>Informative Piece</i> : Student identifies the topic they are writing about and supplies information about the topic.