

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

<b>Standard</b>	<b>December</b>	<b>March</b>	<b>June</b>
<b>Demonstrates the ability to use conversation to build ideas</b>	<b>M:</b> With prompting and support, student asks and answers questions about key details in a text most of the time.	<b>M:</b> With prompting and support, student asks and answers questions about key details in a grade level text and above most of the time.	<b>M:</b> With prompting and support, student asks and answers questions about key details in a grade level text and above most of the time.
	<b>P:</b> With prompting and support, student 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 grade level text and above some of the time.	<b>P:</b> With prompting and support, student asks and answers questions about key details in a grade level text and above some of the time.
<b>Maintains interest and focus during reading</b>	<b>M:</b> Student maintains interest and focus for 10-15 minutes during reading workshop (can include independent reading practice and partner reading).	<b>M:</b> Student maintains interest and focus for 15-20 minutes during reading workshop (can include independent reading practice and partner reading).	<b>M:</b> Student maintains interest and focus for 20-30 minutes during reading workshop (can include independent reading practice and partner reading).
	<b>P:</b> Student maintains interest and focus for 5-10 minutes during reading workshop (can include independent reading practice and partner reading).	<b>P:</b> Student maintains interest and focus for 10-15 minutes during reading workshop (can include independent reading practice and partner reading).	<b>P:</b> Student maintains interest and focus for 15-20 minutes during reading workshop (can include independent reading practice and partner reading).
<b>Demonstrates concepts of print within a text</b>	<b>M:</b> Student follows words from left to right, page to page, and correctly demonstrates 1:1 match across one line of text.	<b>M:</b> Student follows words from left to right, page to page, and correctly demonstrates 1:1 match across one line of text.	<b>M:</b> Student follows words from left to right, page to page, top to bottom and correctly demonstrates 1:1 match across multiple lines of text.
	<b>P:</b> Inconsistent use of directionality and 1:1 match across one line of text.	<b>P:</b> Inconsistent use of directionality and 1:1 match across one line of text.	<b>P:</b> Inconsistent use of directionality and 1:1 match across multiple lines of text.
<b>Recognizes and produces rhyming words</b>	<b>M:</b> Student recognizes <b>and</b> produces rhymes most of the time.	<b>M:</b> Student recognizes <b>and</b> produces rhymes most of the time.	<b>M:</b> Student recognizes <b>and</b> produces rhymes most of the time.
	<b>P:</b> Student recognizes <b>and</b> produces rhymes some of the time.	<b>P:</b> Student recognizes <b>and</b> produces rhymes some of the time.	<b>P:</b> Student recognizes <b>and</b> produces rhymes some of the time.
<b>Recognizes and names upper and lower case letters</b>	<b>M:</b> Student demonstrates knowledge of a combination of 33-35 upper and lower case letters.	<b>M:</b> Student demonstrates knowledge of a combination of 40-42 upper and lower case letters.	<b>M:</b> Student demonstrates knowledge of a combination of 48-49 upper and lower case letters.
	<b>P:</b> Student demonstrates knowledge of a combination of 24-32 upper and lower case letters.	<b>P:</b> Student demonstrates knowledge of a combination of 35-39 upper and lower case letters.	<b>P:</b> Student demonstrates knowledge of a combination of 45-47 upper and lower case letters.
<b>Produces appropriate sounds for corresponding letters</b>	<b>M:</b> Student demonstrates knowledge of 12-15 letter sounds.	<b>M:</b> Student demonstrates knowledge of 16-18 letter sounds.	<b>M:</b> Student demonstrates knowledge of 19-21 letter sounds.
	<b>P:</b> Student demonstrates knowledge of 10-11 letter sounds.	<b>P:</b> Student demonstrates knowledge of 12-15 letter sounds.	<b>P:</b> Student demonstrates knowledge of 16-18 letter sounds.
<b>Reads common high frequency words</b>	<b>M:</b> Student reads 6 high frequency words from the Kindergarten word work curriculum.	<b>M:</b> Student reads 15 high frequency words from the Kindergarten word work curriculum.	<b>M:</b> Student reads 25 high frequency words from the Kindergarten word work curriculum.
	<b>P:</b> Student reads 3-5 high frequency words from the word work curriculum.	<b>P:</b> Student reads 6-14 high frequency words from the word work curriculum.	<b>P:</b> Student reads 15-24 high frequency words from the word work curriculum.
<b>Uses multiple strategies to problem solve new words</b>	<b>M:</b> With prompting and support, student begins to use meaning, syntax <b>or</b> visual cues (ex. follows pattern, uses picture etc.).	<b>M:</b> With prompting and support, student begins to use meaning, syntax <b>or</b> visual cues (ex. follows pattern, uses picture etc.).	<b>M:</b> With prompting and support, student begins to use more than one cueing system (meaning, syntax or visual cues).
	<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 <b>or</b> visual cues (ex. follows pattern, uses picture etc.).	student begins to use meaning, syntax <b>or</b> visual cues (ex. follows pattern, uses picture etc.).	only one cueing system (meaning, syntax or visual cues).
<b>Uses story elements in oral retelling of text</b>	<b>M:</b> With prompting and support, student retells familiar stories including some key details from the beginning, middle and end.	<b>M:</b> With prompting and support, student retells familiar stories including some key details and story elements.	<b>M:</b> With prompting and support, student retells familiar stories including most key details and story elements.
	<b>P:</b> With prompting and support, student retells familiar stories that may include non-relevant/limited details from the beginning, middle and end.	<b>P:</b> With prompting and support, student retells familiar stories including some key details from the beginning, middle and end.	<b>P:</b> With prompting and support, student retells familiar stories including some key details and story elements.
<b>Reads emergent reader text with purpose and understanding</b>	<b>M:</b> Student reads instructionally at Level B.	<b>M:</b> Student reads instructionally at Level C.	<b>M:</b> Student reads instructionally at Level D.
	<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.

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

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

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

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

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

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

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

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

<b>Writes for many purposes in an organized way</b>	<p><b>M:</b> With guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.  <i>Opinion piece:</i> Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.  <i>Narrative piece:</i> 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.</p>	<p><b>M:</b> With guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.  <i>Opinion piece:</i> Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.  <i>Narrative piece:</i> 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.</p>	<p><b>M:</b> Student composes a piece of writing in a designated genre with supporting ideas and relevant details.  <i>Opinion piece:</i> Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.  <i>Narrative piece:</i> 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.</p>
	<p><b>P:</b> With frequent guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.  <i>Opinion piece:</i> Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.  <i>Narrative piece:</i> 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.</p>	<p><b>P:</b> With frequent guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.  <i>Opinion piece:</i> Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.  <i>Narrative piece:</i> 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.</p>	<p><b>P:</b> With guidance and support, student composes a piece of writing in a designated genre with supporting ideas and relevant details.  <i>Opinion piece:</i> Student states the topic or book title and states an opinion and supplies a reason or evidence for the opinion.  <i>Narrative piece:</i> 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.</p>



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

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

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

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

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

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