



Elementary Report Card Grading Benchmarks – Grade 2

Language Arts - Reading

1. Reading: Reads fluently and accurately to support comprehension.

1	2	3	4
The student is unable or rarely able to read fluently and accurately to support comprehension in an independent book.	The student can sometimes, but is not consistently able to, read fluently and accurately to support comprehension in an independent book.	The student consistently meets grade-level expectations when reading fluently and accurately to support comprehension in an independent book.	The student exceeds grade-level expectations when reading fluently and accurately to support comprehension in an independent book.

2. Reading: Asks and answers questions about key details in text.

1	2	3	4
The student is unable or rarely asks and answers questions about key details in a text in a text read independently or read aloud to the student.	The student can sometimes, but is not consistently able to, ask and answer questions about key details in a grade-level text. OR The student can consistently ask and answer questions about key	The student consistently meets grade-level expectations by asking and answering questions about key details in a text read independently.	The student exceeds grade-level expectations by asking and answering questions about key details in a text and referring explicitly to the text as a basis for the answers in a text read independently.

	details in below grade-level texts read independently or texts read aloud to the student.		
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3. Reading: Recounts stories to include story elements and key details.

1	2	3	4
The student is unable or rarely able to recount stories to include story elements and key details in a text read independently or read aloud to the student.	<p>The student can sometimes, but is not consistently able to, recount stories to include story elements and key details in grade-level texts.</p> <p>OR</p> <p>The student can consistently recount stories and include story elements and key details in below grade level texts read independently or texts read aloud to the student.</p>	The student consistently meets grade-level expectations by recounting stories and including story elements and key details in a text read independently.	The student exceeds grade-level expectations by recounting stories and including story elements and explaining how it is conveyed through key details in a text read independently.

4. Reading: Acknowledges difference in the points of view of characters.

1	2	3	4
The student is unable or rarely able to acknowledge differences in the points of view of characters in a text read independently or read aloud to the student.	The student can sometimes, but is not consistently able to, acknowledging differences in the points of view of characters in grade-level texts read independently.	The student consistently meets grade-level expectations by acknowledging differences in the points of view of characters in a text read independently.	The student exceeds grade-level expectations by acknowledging differences in the points of view of characters and distinguishing between their own point of view and that of the

	<p>OR</p> <p>The student can consistently acknowledge differences in the points of view of characters in below grade-level texts read independently or texts read aloud to the student.</p>		narrator/character(s) in a text read independently.
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5. Reading: Compares and contrasts versions of the same story.

1	2	3	4
The student is unable or rarely able to compare and contrast versions of the same story in a text read independently or read aloud to the student.	<p>The student can sometimes, but is not consistently able to, compare and contrast versions of the same story in grade-level texts read independently.</p> <p>OR</p> <p>The student can consistently compare and contrast versions of the same story in below grade-level texts read independently or texts read aloud to the student.</p>	The student consistently meets grade-level expectations by comparing and contrasting versions of the same story in a text read independently.	The student exceeds grade-level expectations by comparing and contrasting versions of the same story, as well as comparing and contrasting themes, settings, and plots of stories written by the same author about the same or similar characters in a text read independently.

6. Reading: Identifies main topic and focus of specific paragraphs.

1	2	3	4
The student is unable or rarely	The student can sometimes, but is	The student consistently meets	The student exceeds grade-level

<p>able to identify the main topic and focus of specific paragraphs in a text read independently or read aloud to the student.</p>	<p>not consistently able to, identify the main topic and focus of specific paragraphs in grade-level texts read independently.</p> <p>OR</p> <p>The student can consistently identify the main topic and focus of specific paragraphs in below grade-level texts read independently or texts read aloud to the student.</p>	<p>grade-level expectations by identifying the main topic and focus of specific paragraphs in a text read independently.</p>	<p>expectations by determining the main idea of a text, recounting the key details, and explaining how they support the main idea in a text read independently.</p>
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7. Reading: Compares and contrasts the most important points presented in two texts on the same topic.

1	2	3	4
<p>The student is unable or rarely able to compare and contrast the most important points presented in two texts on the same topic in a text read independently or read aloud to the student.</p>	<p>The student can sometimes, but is not consistently able to, compare and contrast the most important points presented in two grade-level texts on the same read independently.</p> <p>OR</p> <p>The student can consistently compare and contrast the most important points presented in below grade-level texts read independently or texts read aloud to the student.</p>	<p>The student consistently meets grade-level expectations by comparing and contrasting the most important points presented in two texts on the same topic in a text read independently.</p>	<p>The student exceeds grade-level expectations, and is able to apply and extend content, by comparing and contrasting the most important points and key details presented in two texts on the same topic in a text read independently.</p>

8. Reading: Knows and uses various text features to locate key facts or information.

1	2	3	4
<p>The student is unable or can rarely able to know and use various text features to locate key facts or information in a text read independently or read aloud to the student.</p>	<p>The student can sometimes, but is not consistently able to, know and use various text features to locate key facts or information in grade-level texts read independently.</p> <p>OR</p> <p>The student can consistently know and use various text features to locate key facts or information in below grade-level texts read independently or texts read aloud to the student.</p>	<p>The student consistently meets grade-level expectations by knowing and using various text features to locate key facts or information in a text read independently.</p>	<p>The student exceeds grade-level expectations by knowing and using various text features to efficiently locate information relevant to a topic in a text read independently.</p>

9. Reading: Recognizes sight words.

1	2	3	4
<p>The student is unable or rarely able to recognize grade-appropriate sight words in a text read independently.</p>	<p>The student can sometimes, but is not consistently able to, recognize grade-appropriate sight words in a text read independently.</p>	<p>The student consistently meets grade-level expectations by recognizing grade-appropriate sight words in a text read independently.</p>	<p>The student exceeds grade-level expectations, and is able to apply and extend content, by recognizing sight words above grade level in a text read independently.</p>

10. Reading: Knows and applies grade level phonics and word analysis skills in decoding words.

1	2	3	4
<p>The student is unable or rarely</p>	<p>The student can sometimes, but is</p>	<p>The student consistently meets</p>	<p>The student exceeds grade-level</p>

able to apply grade-level phonics and word analysis skills in decoding words.	not consistently able to, know and apply grade level phonics and word analysis skills in decoding grade-level words.	grade-level expectations by knowing and applying grade level phonics and word analysis skills in decoding grade-level words.	expectations by knowing and applying phonics and word analysis skills in decoding words above grade-level words.
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Language Arts – Writing

11. Writing: Writes opinion pieces, supported with reasoning.

1	2	3	4
The student is unable or rarely able to write opinion pieces supported with reasoning.	The student can sometimes, but is not consistently able to, write opinion pieces supported with reasoning.	The student consistently meets grade-level expectations when writing opinion pieces, supported with reasoning.	The student exceeds grade-level expectations when writing opinion pieces, supported with reasoning.

12. Writing: Writes informative texts, using facts and definitions to develop points.

1	2	3	4
The student is unable or rarely able to write informative texts using facts and definitions to develop points	The student can sometimes, but is not consistently able to, write informative texts using facts and definitions to develop points	The student consistently meets grade-level expectations when writing informative texts by using facts and definitions to develop points.	The student exceeds grade-level expectations when writing informative texts by using facts and definitions to develop points and conveying ideas and information clearly.

13. Writing: Writes narratives to recount a well-elaborated event or short sequence of events.

1	2	3	4
The student is unable or rarely able to write narratives to recount a well-elaborated event or short sequence of events.	The student can sometimes, but is not consistently able to, write narratives to recount a well-elaborated event or short sequence of events.	The student consistently meets grade-level expectations when writing narrative to recount a well-elaborated event or short sequence of events.	The student exceeds grade-level expectations when writing narrative to recount a well-elaborated event or short sequence of events.

14. Writing: Recalls information from experiences or gathers information from provided sources.

1	2	3	4
The student is unable or rarely able to recall information from experiences or gathers information from provided sources to answer a question.	The student can sometimes, but is not consistently able to, recall information from experiences or gathers information from provided sources to answer a question.	The student consistently meets grade-level expectations by recalling information from experiences or gathering information from provided sources to answer a question.	The student exceeds grade-level expectations by recalling information from experiences or gathering information from print and digital sources, taking brief notes on sources, and sorting evidence into provided categories.

15. Writing: Focuses on a topic and strengthens writing as needed by revising and editing.

1	2	3	4
The student is unable or rarely able to focus on a topic and strengthen writing as needed by revising and editing, even with guidance and support.	The student can sometimes, but is not consistently able to, focus on a topic and strengthen writing as needed by revising and editing, with guidance and support.	The student consistently meets grade-level expectations by focusing on a topic and strengthening writing as needed by revising and editing, with guidance and support.	The student exceeds grade-level expectations by focusing on a topic and strengthening writing as needed by revising and editing.

16. Writing: Produces writing in which the development and organization are appropriate to the task.

1	2	3	4
The student is unable or rarely able to produce writing in which the development and organization are appropriate to the task.	The student can sometimes, but is not consistently able to, produce writing in which the development and organization are appropriate to the task.	The student consistently meets grade-level expectations by producing writing in which the development and organization are appropriate to the task.	The student exceeds grade-level expectations, and is able to apply and extend content by producing writing in which the development and organization are appropriate to

			the task.
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17. Writing: Applies spelling patterns and uses phonetic spelling in written work.

1	2	3	4
The student is unable or rarely able to learn and apply spelling patterns and use phonetic spelling in authentic written work.	The student can sometimes, but is not consistently able to, apply spelling patterns and use phonetic spelling in authentic written work.	The student consistently meets grade-level expectations when applying spelling patterns and using phonetic spelling in authentic written work.	The student exceeds grade-level expectations when applying spelling patterns and using phonetic spelling in authentic written work.

18. Writing: Demonstrates command of grammar and usage.

1	2	3	4
The student is unable or rarely able to demonstrate command of grammar, usage, capitalization, and punctuation.	The student can sometimes, but is not consistently able to, demonstrate command of grammar and usage in writing.	The student consistently meets grade-level expectations when demonstrating command of grammar and usage.	The student consistently exceeds grade-level expectations when demonstrating command of grammar and usage.

19. Writing: Demonstrates command of capitalization and punctuation.

1	2	3	4
The student is unable or rarely able to demonstrate command of capitalization and punctuation.	The student can sometimes, but is not consistently able to, demonstrate command of capitalization and punctuation.	The student consistently meets grade-level expectations when demonstrating command of capitalization and punctuation.	The student consistently exceeds grade-level expectations when demonstrating command of capitalization and punctuation.