Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/Assessment
SPEAKING AND LISTENING				
Participates in collaborative conversations with diverse partners about Grade 2 topics and texts	• Participates in collaborative conversations with peers and adults in partnerships, and small and larger groups *Independently:* • Follows agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) • Asks for clarification and further explanation *With some support:* • Builds on others' talk in conversations by linking their comments to the remarks of others	• Participates in collaborative conversations with peers and adults in partnerships, and small and larger groups *Independently:* • Follows agreed upon rules for discussions (*see December*) • Asks for clarification and further explanation *With minimal support*: • Builds on others' talk in conversations by linking their comments to the remarks of others	Independently participates in collaborative conversations with peers and adults in partnerships, and small and larger groups • Follows agreed upon rules for discussions (see December) • Asks for clarification and further explanation • Builds on others' talk in conversations by linking their comments to the remarks of others	• Large group, small group, and partner discussions across all content areas • Teacher's anecdotal notes/checklists/rubrics
Tells a story or recounts an experience with appropriate facts and relevant details, speaking clearly and with adequate volume	• Tells a story or recounts an experience with appropriate facts and relevant details, speaking clearly and with adequate volume	• With some support, tells a story or recounts an experience with appropriate facts and relevant *descriptive* details, speaking clearly in *coherent* sentences and with adequate volume	• Independently tells a story or recounts an experience with appropriate facts and relevant *descriptive* details, speaking clearly in *coherent* sentences and with adequate volume	• Large group, small group, and partner discussions across all content areas • Teacher's anecdotal notes/checklists/rubrics, such as PVLEGS

Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/Assessment
READING				
Knows and applies phonics and word-analysis skills to decode words	• Consistently uses knowledge of phonics and word analysis skills taught to decode grade-level words (e.g., common vowel teams; regularly spelled two syllable words with long vowels)	• Consistently uses knowledge of phonics and word analysis skills taught to decode grade-level words (e.g., words with common prefixes and suffixes)	• Consistently knows and applies phonics and word-analysis phonics and word-analysis skills to decode grade-level words (e.g., words with inconsistent but common spelling-sound correspondence; irregularly spelled words)	• Ongoing running records • Teacher's anecdotal notes and checklists from reading conferences and small groups • *Benchmark Assessment System (BAS)*
Orally reads grade-appropriate text fluently, self-correcting for accuracy and meaning	• Orally reads grade-appropriate text (Level J or K) with fluency and comprehension, consistently monitoring for accuracy and meaning	• Orally reads grade-appropriate text (Level L or M) with fluency and comprehension, consistently monitoring for accuracy and meaning	• Orally reads grade-appropriate text (Level M or N) with fluency and comprehension, consistently monitoring for accuracy and meaning	• Ongoing running records • Teacher's anecdotal notes and checklists from individual reading conferences and small groups • *Benchmark Assessment System (BAS)*
Describes how characters in a story respond to major events and challenges *For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year)*	• Infers and describes characters' feelings and actions, referring to the text for evidence (with teacher prompting and support) • With some guidance and support, infers and describes how characters in a story respond to major events and challenges	• Infers and describes characters' feelings and actions, referring to the text for evidence (with some teacher prompting) • With minimal support, infers and describes how characters in a story respond to major events and challenges	• Infers and describes characters' feelings and actions, referring to the text for evidence (with minimal support or independently) • Consistently and independently, infers and describes how characters in a story respond to major events and challenges	• Teacher's anecdotal notes/checklists recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class • Oral and/or written responses to text-based questions • *Benchmark Assessment System (BAS)*

Grade Two   ELA Benchmarks

Demonstrates understanding of a central message or lesson of story *For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year)*	• With teacher guidance and support, determines the central message, lesson, or moral of a story	• Determines the central message, lesson, or moral of a story and supports thinking with text-based evidence (with some teacher prompting to identify appropriate evidence)	• Determines the central message, lesson, or moral of a story and supports thinking with text-based evidence (with minimal teacher prompting to identify appropriate evidence)	• Teacher's anecdotal notes/checklists recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class • Oral and/or written responses to text-based questions • *Benchmark Assessment System (BAS)*
Identifies the main ideas and important facts found in informational text *For each reporting period, base your assessment on classroom texts utilized regularly in class <u>and</u> concepts and units taught in social studies and science (text complexity should increase throughout the year*	• Asks and answers questions (who, what, where, when and why) to demonstrate understanding of key details in a text • Identifies the main topic and retells key details of a text	• Asks and answers questions (who, what, where, when and why) to demonstrate understanding of key details in a text • Identifies the main topic of a multi-paragraph text and identifies important facts from the text	• Asks and answers questions (who, what, where, when and why) to demonstrate understanding of key details in a text • Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text	• Teacher's anecdotal notes/checklists recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class across all content areas • Oral and/or written responses to nonfiction text-based questions or summary prompts • *Benchmark Assessment System (BAS)*
Compares and contrasts two versions of the same story or two books on the same topic *For each reporting period, base your assessment on classroom texts utilized regularly in class and concepts and units taught in social studies and science (text complexity should increase throughout the year)*	• Compares and contrasts the adventures and experiences of characters in stories or stories by the same author/illustrator • With teacher guidance and support, compares and contrasts two or more versions of the same story (different authors, different cultures)	• With minimal support, compares and contrasts two or more versions of the same story (different authors, different cultures) • With minimal support, compares and contrasts the most important points presented by two texts on the same topic	• Consistently and independently, compares and contrasts two or more versions of the same story (different authors, different cultures) • Consistently and independently, compares and contrasts the most important points presented by two texts on the same topic	• Teacher's anecdotal notes/checklists recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class • Oral and/or written responses to text-based questions • *Benchmark Assessment System (BAS)*

	• With teacher guidance and support, compares and contrasts the most important points presented by two texts on the same topic			

Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/Assessment
WRITING *For each reporting period, base your assessment on the genres and units taught*				
Generates own ideas for writing	• Within genres taught, consistently generates multiple ideas for writing that are authentic and meaningful	• Within genres taught, consistently generates multiple ideas for writing that are authentic and meaningful	• Within genres taught, consistently generates multiple ideas for writing that are authentic and meaningful	• Student writing samples (Writing Workshop folders; interdisciplinary writing) • Teacher's anecdotal notes/checklists
Gathers information from provided sources to answer a question	• With guidance and support, gathers information from provided sources (texts read aloud or by the student) to answer a question	• With some support, gathers information from provided sources (texts read aloud or by the student) to answer a question	• Independently gathers information from provided sources (texts read aloud or by the student) to answer a question	• Student writing (sticky notes, journal entries, t-charts, etc.) across the content areas • Teacher's anecdotal notes/checklists
Develops ideas based on text type/purpose	• With some teacher support and guidance, develops ideas based on purpose by elaborating on key ideas with specific supporting details and voice • With teacher support and guidance, produces writing that reflects a growing awareness of audience and applies the characteristics and features of different genres accordingly	• With minimal teacher support and guidance, develops ideas based on purpose by elaborating on key ideas with specific supporting details and voice • With minimal teacher support and guidance, produces writing that reflects a growing awareness of audience and applies the characteristics and features of different genres	• Consistently develops ideas based on purpose by elaborating on key ideas with specific supporting details and voice • Consistently produces writing that reflects a growing awareness of audience and applies the characteristics and features of different genres	• Student writing samples (Writing Workshop folders; interdisciplinary writing) • Teacher's anecdotal notes/checklists • Rubrics from *Units of Study in Opinion, Information, and Narrative Writing*

Organizes ideas appropriately	• Organizes and sequences ideas as appropriate to the genres taught (*see June*)	• Organizes and sequences ideas as appropriate to the genres taught (*see June*)	• Consistently organizes and sequences ideas as appropriate to the genres taught: • Writes narratives that recount a well-elaborated event or short sequence of events, with supporting details and an appropriate ending • Writes informative/explanatory texts that introduce a topic, uses facts and definitions to develop points, and provides a concluding statement or section • Writes opinion pieces that introduce a book or topic, state an opinion, supply reasons that support that opinion, use linking words (because, and also) to connect opinion and reasons, and provide a concluding statement or section	• Student writing samples (Writing Workshop folders; interdisciplinary writing) • Teacher's anecdotal notes/checklists • Rubrics from *Units of Study in Opinion, Information, and Narrative Writing*
Rereads writing and makes revisions	• With guidance and support from adults and peers, rereads own writing and revises by adding/deleting/replacing words, phrases, and/or sentences to different parts of the writing based on revision strategies within the genre taught	• With guidance and support from adults and peers, rereads own writing and revises by adding/deleting/replacing words, phrases, and/or sentences to different parts of the writing based on revision strategies within the genre taught	• With guidance and support from adults and peers, reads own writing and revises by adding/deleting/replacing words, phrases, and/or expanding sentence structures and improved word choice to different parts of the writing based on revision strategies within the genre taught	• Student writing samples (Writing Workshop folders, interdisciplinary writing) • Teacher's anecdotal notes/checklists • Rubrics from *Units of Study in Opinion, Information, and Narrative Writing*
Produces writing that is neat and easy to read	• Consistently produces writing that is neat and easy to read (forms manuscript letters correctly and spaces words appropriately)	• Consistently produces writing that is neat and easy to read (forms manuscript letters correctly and spaces words appropriately)	• Consistently produces writing that is neat and easy to read (forms manuscript letters correctly and spaces words appropriately)	• Student writing samples with rubrics • Everyday written work (Writing Workshop; interdisciplinary writing)

Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/Assessment
LANGUAGE				
Uses a range of strategies to determine the meaning of unknown words	• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts in a variety of genres, *using strategies that have been taught* • Demonstrates understanding of word relationships and nuances <u>that have been taught or reviewed</u> *(See June)*	• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts in a variety of genres, *using strategies that have been taught* • Demonstrates understanding of word relationships and nuances <u>that have been taught or reviewed</u> *(See June)*	• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts in a variety of genres, *flexibly using multiple strategies* (sentence-level context, known prefixes, common roots; glossaries & beginning dictionaries) • Demonstrates understanding of word relationships and nuances (e.g., real-life applications of concepts, attributes, shades of meaning) • *See <u>MA ELA Curriculum Framework</u> for specific details*	Large group, small group, and individual (student/teacher): • Literature-based discussions • Content-based discussions • Word study/vocabulary activities
Demonstrates command of the conventions of capitalization, punctuation, and spelling	*In addition to applying those conventions taught in the previous grades:* • In everyday writing, accurately uses and edits own writing to ensure the correct use of capital letters and punctuation *taught* • In everyday writing, accurately uses conventional spelling for grade-level words *taught* (those with common spelling patterns and frequently occurring irregular words)	*In addition to applying those conventions taught in the previous grades:* • In everyday writing, accurately uses and edits own writing to ensure the correct use of capital letters and punctuation *taught* • In everyday writing, accurately uses conventional spelling for grade-level words *taught* (those with common spelling patterns and frequently occurring irregular words)	*In addition to applying those conventions taught in the previous grades:* • In everyday writing, accurately uses and edits own writing to ensure the correct use of capital letters and punctuation *taught* • In everyday writing, accurately uses conventional spelling for grade-level words *taught* (those with common spelling patterns and frequently occurring irregular words)	• Student writing samples with rubrics • Everyday written work (Writing Workshop; interdisciplinary writing)

Grade Two   ELA Benchmarks

Uses conventions of standard English grammar and usage when writing or speaking	*In addition to applying those conventions taught in the previous grades:* • Uses conventions of standard English grammar and usage *taught* (grades K, 1 and 2 up to this point) in everyday writing and speaking, as well as published written pieces • *See MA ELA Curriculum Framework for specific details*	*In addition to applying those conventions taught in the previous grades:* • Uses conventions of standard English grammar and usage *taught* (grades K, 1 and 2 up to this point) in everyday writing and speaking, as well as published written pieces • *See MA ELA Curriculum Framework for specific details*	*In addition to applying those conventions taught in the previous grades:* • Consistently uses conventions of standard English grammar and usage *taught* up to this point in everyday writing and speaking, as well as published written pieces • *See MA ELA Curriculum Framework for specific details*	• Student writing samples with rubrics • Everyday written work and discussions across the content areas • Oral presentations