Option 1: 2.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

**Scoring Notes:** In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

2.FL.WC.4 measures the extent to which the student's ability to write with conventional spelling for one-syllable words (including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, pluralis, and possessives) is moving toward more advanced use of spelling patterns and generalizations in writing multisyllabic words.

The Dolch and Fry lists of high-frequency words can be used as a support when identifying conventional spelling of high-frequency words. The transfer of words from a word wall to a writing artifact does not demonstrate independence in writing with conventional spelling. Teachers should consider the level of independence with which the words are written when determining a performance level. This rubric should not be viewed as a checklist. Student writing should be measured for the preponderance of evidence. Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's independent approach to using words and/or pictures to express an idea. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Student writing artifacts can be scored through the foundational lens even if the student work does not meet the standard expectation through the reading and writing lens.

<table>
<thead>
<tr>
<th>Option 1: 2.FL.WC.4 Page 1/3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>There are 3 integrated standards for this option:</strong></td>
</tr>
<tr>
<td>1) 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</td>
</tr>
<tr>
<td>2) 2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.</td>
</tr>
<tr>
<td>3) 2.W.TTP.3 Write narratives recounting an event or short sequence of events. Include a) actions, thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring Notes: In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.FL.WC.4</strong> measures the extent to which the student's ability to write with conventional spelling for one-syllable words (including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, pluralis, and possessives) is moving toward more advanced use of spelling patterns and generalizations in writing multisyllabic words. The Dolch and Fry lists of high-frequency words can be used as a support when identifying conventional spelling of high-frequency words. The transfer of words from a word wall to a writing artifact does not demonstrate independence in writing with conventional spelling. Teachers should consider the level of independence with which the words are written when determining a performance level. This rubric should not be viewed as a checklist. Student writing should be measured for the preponderance of evidence. Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's independent approach to using words and/or pictures to express an idea. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Student writing artifacts can be scored through the foundational lens even if the student work does not meet the standard expectation through the reading and writing lens.</td>
</tr>
</tbody>
</table>

<p>| 0 | Within an independent student artifact, the student writes one-syllable words <strong>inconsistently</strong> or <strong>inaccurately</strong> when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels. |
| 1 | Within an independent student artifact, the student writes with a combination of <strong>most</strong> of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, <strong>AND</strong> Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <strong>AND</strong> at least half of the misspelled words are spelled phonetically. |
| 2 | Within an independent student artifact, the student writes with a combination of <strong>most</strong> of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, <strong>AND</strong> Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <strong>AND</strong> all of the misspelled words are spelled phonetically. |
| 3 | Within an independent student artifact, the student writes with <strong>conventional spelling for all</strong> one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, pluralis, and/or possessives, <strong>AND</strong> does <strong>not</strong> use conventional spelling for most two-syllable words, but spells <strong>all</strong> of the misspelled two- or three-syllable words phonetically. |
| 4 | Within an independent student artifact, the student writes with all conventional spelling for <strong>all one-syllable</strong> words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, pluralis, and/or possessives, <strong>AND</strong> uses <strong>conventional spelling for most two-syllable words</strong> containing combined syllable types, compounds, and common prefixes and/or derivational suffixes. |
| 5 | The student writes with conventional spelling for <strong>all one- and two-syllable words</strong> including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, pluralis, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, <strong>AND</strong> uses conventional spelling for <strong>most three-syllable words</strong>. |
| 6 | The student writes with conventional spelling for <strong>all one-, two- and three-syllable words</strong> including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, pluralis, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes. |
| 7 | The student writes with conventional spelling for <strong>all one-, two- and three-syllable words</strong> including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, pluralis, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, <strong>AND</strong> uses generalizations and spelling patterns to generate words with more than three syllables. |</p>
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Within a student-generated artifact, writes sentences that <strong>do not</strong> compare and contrast, in any way, how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <strong>AND</strong> does <strong>not</strong> include any details about how it makes the characters feel and why in assigned texts.</td>
</tr>
<tr>
<td>1</td>
<td>Within a student-generated artifact, writes sentences that compare and contrast, in <strong>one way</strong>, how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <strong>AND</strong> includes <strong>one</strong> detail about how it makes the characters feel and why in assigned texts.</td>
</tr>
<tr>
<td>2</td>
<td>Within a student-generated artifact, writes sentences that compare and contrast, in <strong>at least two ways</strong>, how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <strong>AND</strong> includes <strong>two</strong> details about how it makes the characters feel and why in assigned texts.</td>
</tr>
<tr>
<td>3</td>
<td>Within a student-generated artifact, writes sentences that compare and contrast, in <strong>at least three ways</strong>, how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <strong>AND</strong> includes <strong>three</strong> details about how it makes the characters feel and why in assigned texts.</td>
</tr>
<tr>
<td>4</td>
<td>Within a student-generated artifact, writes sentences that compare and contrast, in <strong>at least four ways</strong>, how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <strong>AND</strong> includes <strong>three</strong> details about how it makes the characters feel and why in assigned texts.</td>
</tr>
<tr>
<td>5</td>
<td>Within a student-generated artifact, writes sentences that compare and contrast, in <strong>at least four ways</strong>, how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <strong>AND</strong> includes <strong>four</strong> details about how it makes the characters feel and why in assigned texts.</td>
</tr>
<tr>
<td>6</td>
<td>Within a student-generated artifact, writes sentences that compare and contrast, in <strong>at least five ways</strong>, how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <strong>AND</strong> includes <strong>four</strong> details about how it makes the characters feel and why in assigned texts.</td>
</tr>
<tr>
<td>7</td>
<td>Within a student-generated artifact, writes sentences that compare and contrast, in <strong>at least five ways</strong>, how two or more characters react to an event in two or more versions of the same story by different authors or from different cultures <strong>AND</strong> includes <strong>five</strong> details about how it makes the characters feel and why in assigned texts.</td>
</tr>
</tbody>
</table>
### Second Grade ELA Literature/Narrative Scoring Rubric

Option 1: Compare and contrast two different versions of the same story

3) **2.W.TTP.3:** Write narratives recounting an event or short sequence of events. Include a) details to describe actions, thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure.

**Scoring Notes:** In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

**2.W.TTP.3** measures the extent to which the student's ability to narrate by recounting an event or short sequence of events is moving toward the inclusion of effective techniques, well-chosen details, and well-structured event sequences.

Beyond level 3, the student work levels are distinguished by the degree to which details are used around actions, thoughts, and feelings, which leads to stronger ideas and organization. Levels 6 and 7 become more advanced in nature as the student work begins to show evidence of meaningful dialogue.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Within a student-generated writing artifact, the student writes a narrative recounting an event or short sequence from an assigned text with no time order words AND includes less than three details to describe a combination of at least one action, at least one thought, and at least one feeling of one character.</td>
</tr>
<tr>
<td>1</td>
<td>Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with one or two different time order words AND includes three details to describe a combination of at least one action, at least one thought, and at least one feeling of one character AND provides a sense of closure.</td>
</tr>
<tr>
<td>2</td>
<td>Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with three different time order words AND includes four details to describe a combination of at least one action, at least one thought, and at least one feeling of one character AND provides a sense of closure.</td>
</tr>
<tr>
<td>3</td>
<td>Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with four different time order words AND includes at least five details to describe a combination of at least one action, at least one thought, and at least one feeling of one character AND provides a sense of closure.</td>
</tr>
<tr>
<td>4</td>
<td>Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with four different time order words AND includes at least four details to describe a combination of at least one action, at least one thought, and at least one feeling each for two different characters AND provides a sense of closure.</td>
</tr>
<tr>
<td>5</td>
<td>Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with four different time order words AND includes at least five details to describe a combination of at least one action, at least one thought, and at least one feeling each for two different characters AND provides a sense of closure.</td>
</tr>
<tr>
<td>6</td>
<td>Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of temporal words and phrases to signal event order; AND uses character dialogue or descriptions of actions, thoughts, and feelings to develop experiences and events; AND shows the response of one character to at least two different situations; AND provides a sense of closure.</td>
</tr>
<tr>
<td>7</td>
<td>Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of temporal words and phrases to signal event order; AND uses character dialogue or descriptions of actions, thoughts, and feelings to develop experiences and events; AND shows the response of at least two characters to at least two different situations; AND provides a sense of closure.</td>
</tr>
</tbody>
</table>
Second Grade ELA Literature/Narrative Scoring Rubric

Option 2: Describe how characters in a story respond to major events and challenges

There are 3 integrated standards for this option:

1) 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
2) 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.
3) 2.W.TTP.3 Write narratives recounting an event or short sequence of events. Include a) details to describe actions, thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure.

Scoring Notes: In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

2.FL.WC.4 measures the extent to which the student’s ability to write with conventional spelling for one-syllable words (including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives) is moving toward more advanced use of spelling patterns and generalizations in writing multisyllabic words.

The Dolch and Fry lists of high-frequency words can be used as a support when identifying conventional spelling of high-frequency words. The transfer of words from a word wall to a writing artifact does not demonstrate independence in writing with conventional spelling. Teachers should consider the level of independence with which the words are written when determining a performance level.

This rubric should not be viewed as a checklist. Student writing should be measured for the preponderance of evidence. Prompting and support are not written within the standard; therefore, this scoring rubric measures the student’s independent approach to using words and/or pictures to express an idea. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Student writing artifacts can be scored through the foundational lens even if the student work does not match the standard expectation through the reading and writing lens.

---

<table>
<thead>
<tr>
<th>Option 2: 2.FL.WC.4: Page 1/3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 2: 2.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</strong></td>
</tr>
</tbody>
</table>

0 | Within an independent student artifact, the student writes one-syllable words **inconsistently** or **inaccurately** when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels. |

1 | Within an independent student artifact, the student writes with a combination of **most** of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, **AND**

   - Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, **AND**
   - At least half of the misspelled words are spelled phonetically. |

2 | Within an independent student artifact, the student writes with a combination of **most** of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, **AND**

   - Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, **AND**
   - All of the misspelled words are spelled phonetically. |

3 | Within an independent student artifact, the student writes with **conventional spelling for all** one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and/or possessives, **AND**

   - Does not use conventional spelling for most two-syllable words, but spells all of the misspelled two- or three-syllable words phonetically. |

4 | Within an independent student artifact, the student writes with all conventional spelling for **all one-syllable** words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and/or possessives, **AND**

   - Uses **conventional spelling for most two-syllable words** containing combined syllable types, compounds, and common prefixes and/or derivational suffixes. |

5 | The student writes with conventional spelling for **all one- and two-syllable words** including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, **AND**

   - Uses conventional spelling for **most three-syllable words**. |

6 | The student writes with conventional spelling for **all one-, two- and three-syllable words** including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, **AND**

   - Uses generalizations and spelling patterns to generate words with more than three syllables. |
### Second Grade ELA Literature/Narrative Scoring Rubric

#### Option 2: Describe how characters in a story respond to major events and challenges

**2) 2.RL.KID.3: Describe how characters in a story respond to major events and challenges.**

**Scoring Notes:** In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics. The difference among the levels for 2.RL.KID.3 is the extent to which the student's ability to describe the characters, setting, and events is moving toward not only describing the central ideas or themes in text, but also analyzing their development through the supporting details and ideas. To move beyond level 4, the student writing artifact must show evidence of how the characters respond to the events, which indicates deeper comprehension. The extent to which students can explain the character reactions to not only events, but also challenges, determines the performance levels above level 5.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 0     | Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that do not include all three of the following:  
1) at least two characters with one detail about each  
2) one details about the setting (time OR place)  
3) sequence three major events with at least three details in a narrative text |
| 1     | Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include all three of the following:  
1) at least two characters with one detail about each  
2) one details about the setting (time OR place)  
3) sequence three major events with at least three details in a narrative text |
| 2     | Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include all three of the following:  
1) at least two characters with one detail about each  
2) two details about the setting (time AND place)  
3) describes how both characters respond, with words and actions, to three major events with three details in a narrative text |
| 3     | Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include all three of the following:  
1) at least two characters with one detail about each  
2) two details about the setting (time AND place)  
3) describes how both characters respond, with words and actions, to three major events with three details and one major challenge in a narrative text |
| 4     | Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that include all three of the following:  
1) at least two characters with one detail about each  
2) two details about the setting (time AND place)  
3) describes how both characters respond, with words and actions, to three major events with three details and two major challenges in a narrative text |
| 5     | Within a student-generated artifact, orally or in writing, the student describes the traits of at least two major characters in a narrative text AND explains at least one way in which each character influences the sequence of events in a narrative text. |
| 6     | Within a student-generated artifact, orally or in writing, the student describes the traits of at least two major characters in a narrative text, AND explains at least two ways in which each character influences the sequence of events in a narrative text, AND provides one piece of evidence from the text to support the explanation. |
| 7     | Within a student-generated artifact, orally or in writing, the student describes the traits of at least two major characters in a narrative text, AND explain at least three ways in which each character influences the sequence of events in a narrative text, AND provides at least two pieces of evidence from the text to support the explanation. |
### Second Grade ELA Literature/Narrative Scoring Rubric

**Option 2: Describe how characters in a story respond to major events and challenges**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) 2.W.TTP.3</td>
<td>Write narratives recounting an event or short sequence of events. Include a) details to describe actions, thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure.</td>
</tr>
</tbody>
</table>

**Scoring Notes:** In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

2.W.TTP.3 measures the extent to which the student’s ability to narrate by recounting an event or short sequence of events is moving toward the inclusion of effective techniques, well-chosen details, and well-structured event sequences.

Beyond level 3, the student work levels are distinguished by the degree to which details are used around actions, thoughts, and feelings, which leads to stronger ideas and organization. Levels 6 and 7 become more advanced in nature as the student work begins to show evidence of meaningful dialogue.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Within a student-generated writing artifact, the student writes a narrative recounting an event or short sequence from an assigned text with no time order words AND includes less than three details to describe a combination of at least one action, at least one thought, and at least one feeling of one character.</td>
</tr>
<tr>
<td>1</td>
<td>Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with one or two different time order words AND includes three details to describe a combination of at least one action, at least one thought, and at least one feeling of one character AND provides a sense of closure.</td>
</tr>
<tr>
<td>2</td>
<td>Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with three different time order words AND includes four details to describe a combination of at least one action, at least one thought, and at least one feeling of one character AND provides a sense of closure.</td>
</tr>
<tr>
<td>3</td>
<td>Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with four different time order words AND includes at least five details to describe a combination of at least one action, at least one thought, and at least one feeling of one character AND provides a sense of closure.</td>
</tr>
<tr>
<td>4</td>
<td>Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with four different time order words AND includes at least four details to describe a combination of at least one action, at least one thought, and at least one feeling each for two different characters AND provides a sense of closure.</td>
</tr>
<tr>
<td>5</td>
<td>Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with four different time order words AND includes at least five details to describe a combination of at least one action, at least one thought, and at least one feeling each for two different characters AND provides a sense of closure.</td>
</tr>
<tr>
<td>6</td>
<td>Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of temporal words and phrases to signal event order; AND uses character dialogue or descriptions of actions, thoughts, and feelings to develop experiences and events; AND shows the response of one character to at least two different situations; AND provides a sense of closure.</td>
</tr>
<tr>
<td>7</td>
<td>Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of temporal words and phrases to signal event order; AND uses character dialogue or descriptions of actions, thoughts, and feelings to develop experiences and events; AND shows the response of at least two characters to at least two different situations; AND provides a sense of closure.</td>
</tr>
</tbody>
</table>
### Second Grade ELA Literature/Narrative Scoring Rubric

**Option 3: Recount stories to determine central message, lesson, or moral**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Within an independent student artifact, the student writes one-syllable words <strong>inconsistently</strong> or <strong>inaccurately</strong> when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels.</td>
</tr>
<tr>
<td>1</td>
<td>Within an independent student artifact, the student writes with a combination of <strong>most</strong> of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, <strong>AND</strong> writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <strong>AND</strong> at least half of the misspelled words are spelled phonetically.</td>
</tr>
<tr>
<td>2</td>
<td>Within an independent student artifact, the student writes with a combination of <strong>most</strong> of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, <strong>AND</strong> writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, <strong>AND</strong> all of the misspelled words are spelled phonetically.</td>
</tr>
<tr>
<td>3</td>
<td>Within an independent student artifact, the student writes with <strong>conventional spelling</strong> for <strong>all</strong> one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and/or possessives, <strong>AND</strong> does <strong>not</strong> use conventional spelling for most two-syllable words, but spells <strong>all</strong> of the misspelled two- or three-syllable words phonetically.</td>
</tr>
<tr>
<td>4</td>
<td>Within an independent student artifact, the student writes with all conventional spelling for <strong>all one-syllable</strong> words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and/or possessives, <strong>AND</strong> uses <strong>conventional spelling</strong> for <strong>most two-syllable words</strong> containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.</td>
</tr>
<tr>
<td>5</td>
<td>The student writes with conventional spelling for <strong>all one- and two-syllable words</strong> including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, <strong>AND</strong> uses conventional spelling for <strong>most three-syllable words</strong>.</td>
</tr>
<tr>
<td>6</td>
<td>The student writes with conventional spelling for <strong>all one-, two- and three-syllable words</strong> including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.</td>
</tr>
<tr>
<td>7</td>
<td>The student writes with conventional spelling for <strong>all one-, two- and three-syllable words</strong> including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, <strong>AND</strong> uses generalizations and spelling patterns to generate words with more than three syllables.</td>
</tr>
</tbody>
</table>
### Scoring Notes: In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

This rubric measures the extent to which the student's ability to describe the characters, setting, and events in a writing artifact is moving toward not only describing the central ideas or themes in text but also analyzing their development through the supporting details and ideas. To move beyond level 4, the student writing artifact must have additional details about the central message, lesson, or moral.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Within a student-generated artifact, the student writes words to <strong>recount</strong> stories, including fables and folktales from diverse cultures, without all of the following:</td>
</tr>
<tr>
<td>1</td>
<td>Within a student-generated artifact, the student writes words to <strong>recount</strong> stories, including fables and folktales from diverse cultures, with all of the following:</td>
</tr>
<tr>
<td>2</td>
<td>Within a student-generated artifact, the student writes words to <strong>recount</strong> stories, including fables and folktales from diverse cultures, with all of the following:</td>
</tr>
<tr>
<td>3</td>
<td>Within a student-generated artifact, the student writes words to <strong>recount</strong> stories, including fables and folktales from diverse cultures, with all of the following:</td>
</tr>
<tr>
<td>4</td>
<td>Within a student-generated artifact, the student writes words to <strong>recount</strong> stories, including fables and folktales from diverse cultures, with all of the following:</td>
</tr>
<tr>
<td>5</td>
<td>Within a student-generated artifact, the student writes words to <strong>recount</strong> stories, including fables and folktales from diverse cultures, with all of the following:</td>
</tr>
<tr>
<td>6</td>
<td>Within a student-generated artifact, the student writes words to <strong>recount</strong> stories, including fables and folktales from diverse cultures, with all of the following:</td>
</tr>
<tr>
<td>7</td>
<td>Within a student-generated artifact, the student writes words to <strong>recount</strong> stories, including fables and folktales from diverse cultures, with all of the following:</td>
</tr>
</tbody>
</table>

**Option 3: Recount stories to determine central message, lesson, or moral**

- **2.RL.KID.2:** Page 2/3

#### Option 3: Recount stories, including fables and folktales from diverse cultures, and determine their central lesson or moral.

- **Option 3:** 2.RL.KID.2: Recount stories, including fables and folktales from diverse cultures, and determine their central lesson or moral.
**Second Grade ELA Literature/Narrative Scoring Rubric**

**Option 3: Recount stories to determine central message, lesson, or moral**

3) **2.W.TTP.3: Write narratives recounting an event or short sequence of events. Include**

   a) **details to describe actions, thoughts, and feelings; b) time order words to signal event order; and c) a sense of closure.**

**Scoring Notes:** In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

**2.W.TTP.3** measures the extent to which the student's ability to narrate by recounting an event or short sequence of events is moving toward the inclusion of effective techniques, well-chosen details, and well-structured event sequences. Beyond level 3, the student work levels are distinguished by the degree to which details are used around actions, thoughts, and feelings, which leads to stronger ideas and organization. Levels 6 and 7 become more advanced in nature as the student work begins to show evidence of meaningful dialogue.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Within a student-generated writing artifact, the student writes a narrative recounting an event or short sequence from an assigned text with <strong>no</strong> time order words <strong>AND</strong> includes <strong>less than three</strong> details to describe a combination of at least one action, at least one thought, and at least one feeling of one character.</td>
</tr>
<tr>
<td>1</td>
<td>Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with <strong>one or two</strong> different time order words <strong>AND</strong> includes <strong>three</strong> details to describe a combination of at least one action, at least one thought, and at least one feeling of one character <strong>AND</strong> provides a sense of closure.</td>
</tr>
<tr>
<td>2</td>
<td>Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with <strong>three</strong> different time order words <strong>AND</strong> includes <strong>four</strong> details to describe a combination of at least one action, at least one thought, and at least one feeling of one character <strong>AND</strong> provides a sense of closure.</td>
</tr>
<tr>
<td>3</td>
<td>Within a student-generated writing artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with <strong>four</strong> different time order words <strong>AND</strong> includes <strong>at least five</strong> details to describe a combination of at least one action, at least one thought, and at least one feeling of <strong>one</strong> character <strong>AND</strong> provides a sense of closure.</td>
</tr>
<tr>
<td>4</td>
<td>Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with <strong>four</strong> different time order words <strong>AND</strong> includes <strong>at least four</strong> details to describe a combination of at least one action, at least one thought, and at least one feeling <strong>each for two</strong> different characters <strong>AND</strong> provides a sense of closure.</td>
</tr>
<tr>
<td>5</td>
<td>Within a student-generated writing artifact, the student writes to narrate a single event or short sequence from an assigned text with <strong>four</strong> different time order words <strong>AND</strong> includes <strong>at least five</strong> details to describe a combination of at least one action, at least one thought, and at least one feeling each for <strong>two</strong> different characters <strong>AND</strong> provides a sense of closure.</td>
</tr>
<tr>
<td>6</td>
<td>Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of <strong>temporal words and phrases</strong> to signal event order; <strong>AND</strong> uses character <strong>dialogue or descriptions</strong> of actions, thoughts, and feelings to develop experiences and events; <strong>AND</strong> shows the <strong>response of one character</strong> to at least two different situations; <strong>AND</strong> provides a sense of closure.</td>
</tr>
<tr>
<td>7</td>
<td>Within a student-generated artifact, the student writes a narrative correctly recounting an event or short sequence from an assigned text with the use of <strong>temporal words and phrases</strong> to signal event order; <strong>AND</strong> uses character <strong>dialogue or descriptions</strong> of actions, thoughts, and feelings to develop experiences and events; <strong>AND</strong> shows the <strong>response of at least two characters</strong> to at least two different situations; <strong>AND</strong> provides a sense of closure.</td>
</tr>
</tbody>
</table>
There are 3 integrated standards for this option:

1) **2.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

2) **2.RI.IKI.9** Compare and contrast the most important points presented by two texts on the same topic.

3) **2.W.TTP.2** Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions to provide information; and c) providing a concluding statement or section.

---

**Scoring Notes:** In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

2.FL.WC.4 measures the extent to which the student's ability to write with conventional spelling for one-syllable words (including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives) is moving toward more advanced use of spelling patterns and generalizations in writing multisyllabic words. The Dolch and Fry lists of high-frequency words can be used as a support when identifying conventional spelling of high-frequency words. The transfer of words from a word wall to a writing artifact does not demonstrate independence in writing with conventional spelling. Teachers should consider the level of independence with which the words are written when determining a performance level. This rubric should not be viewed as a checklist. Student writing should be measured for the preponderance of evidence. Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's independent approach to using words and/or pictures to express an idea. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Student writing artifacts can be scored through the foundational lens even if the student work does not match the standard expectation through the reading and writing lens.

---

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Within an independent student artifact, the student writes one-syllable words <strong>inconsistently</strong> or <strong>inaccurately</strong> when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels.</td>
</tr>
</tbody>
</table>
| 1     | Within an independent student artifact, the student writes with a combination of **most** of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels. **AND**
|       | Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, **AND** **AT LEAST HALF** of the misspelled words are spelled phonetically. |
| 2     | Within an independent student artifact, the student writes with a combination of **most** of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels. **AND**
|       | Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, **AND** **ALL** of the misspelled words are spelled phonetically. |
| 3     | Within an independent student artifact, the student writes with **conventional spelling for all** one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and/or possessives, **AND** does not use conventional spelling for most two-syllable words, but spells **ALL** of the misspelled two- or three-syllable words **phonetically.** |
| 4     | Within an independent student artifact, the student writes with all conventional spelling for all **one-syllable** words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and/or possessives, **AND** uses **conventional spelling for most two-syllable words** containing combined syllable types, compounds, and common prefixes and/or derivational suffixes. |
| 5     | The student writes with conventional spelling for all **one- and two-syllable words** including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, **AND** uses conventional spelling for most **three-syllable words.** |
| 6     | The student writes with conventional spelling for all **one-, two-, and three-syllable words** including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes. |
| 7     | The student writes with conventional spelling for all **one-, two-, and three-syllable words** including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, **AND** uses generalizations and spelling patterns to generate words with more than three syllables. |
## Second Grade ELA Informational Scoring Rubric

### Option A: Compare and contrast two texts on the same topic

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Within a student-generated artifact, the student writes explanatory text that does not compare or contrast in any way the most important points presented by two texts on the same topic.</td>
</tr>
<tr>
<td>1</td>
<td>Within a student-generated artifact, the student writes explanatory text that compares and contrasts in one or two ways the most important points presented by two texts on the same topic.</td>
</tr>
<tr>
<td>2</td>
<td>Within a student-generated artifact, the student writes explanatory text that compares and contrasts in three ways the most important points presented by two texts on the same topic. AND provides one key detail about the most important points.</td>
</tr>
<tr>
<td>3</td>
<td>Within a student-generated artifact, the student writes explanatory text that compares and contrasts in three ways the most important points presented by two texts on the same topic. AND provides one key detail about the most important points.</td>
</tr>
<tr>
<td>4</td>
<td>Within a student-generated artifact, the student writes explanatory text that compares and contrasts in four ways the most important points presented by two texts on the same topic. AND provides one key detail about the most important points.</td>
</tr>
<tr>
<td>5</td>
<td>Within a student-generated artifact, the student writes explanatory text that compares and contrasts in more than four ways the most important points presented by two texts on the same topic. AND provides two key details about the most important points.</td>
</tr>
<tr>
<td>6</td>
<td>Within a student-generated artifact, the student writes explanatory text that compares and contrasts in more than four ways the most important points presented by two texts on the same topic. AND provides three key details about the most important points.</td>
</tr>
<tr>
<td>7</td>
<td>Within a student-generated artifact, the student writes explanatory text that compares and contrasts in more than four ways the most important points presented by two texts on the same topic. AND provides four key details about the most important points.</td>
</tr>
</tbody>
</table>

**Scoring Notes:** In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

This scoring rubric measures the extent to which the student is moving toward a more in-depth understanding that identifying similarities and differences among texts builds awareness of how the author's approach has an impact on the text's message. To move beyond Level 3, the student writing artifact shows evidence of greater relevancy to the topic. Student writing artifacts that demonstrate student understanding of the most relevant and important details by comparing and contrasting the two different texts demonstrate that the student comprehends the different approaches of the authors.

Level 3 Performance Level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.
Second Grade ELA Informational Scoring Rubric

Option A: Compare and contrast two texts on the same topic

3) 2.W.TTP.2: Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions to provide information; and c) providing a concluding statement or section.

Scoring Notes: In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

2.W.TTP.2 measures the extent to which the student's ability to write an informational/explanatory text is moving toward providing information in more explicit, formal ways. To introduce a topic means that the student writing artifact shows evidence that the student writer deliberately writes words to introduce the topic in natural and authentic ways. This standard does not refer to “prompting and support;” therefore, it is the expectation that students begin to demonstrate their ability to share information independently through writing. The student should make the decisions on the combination of facts and definitions that will be used in his/her writing according to the information they want to share, and the naming of the topic and inclusion of the concluding statement or section should be student generated as well.

Level 3 Performance Level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0 Within a student-generated artifact, writes words that do not do all three of the following:
  1) name the topic from an informative/explanatory text,
  2) use at least one fact without any expanded descriptions
  3) may or may not provide a concluding statement or section

1 Within a student-generated artifact, writes words to do all three of the following:
  1) name the topic from an informative/explanatory text
  2) uses at least one fact without any expanded descriptions
  3) may or may not provide a concluding statement or section

2 Within a student-generated artifact, writes words to do all three of the following:
  1) introduce the topic from an informative/explanatory text
  2) use at least two facts and writes an expanded description for one fact
  3) provide a concluding statement or section

3 Within a student-generated artifact, writes words to do all three of the following:
  1) introduce the topic from an informative/explanatory text,
  2) use three facts and writes an expanded description for each fact
  3) provide a concluding statement or section

4 Within a student-generated artifact, writes words to do all three of the following:
  1) introduce the topic from an informative/explanatory text
  2) use four facts and writes an expanded description for each fact
  3) provide a concluding statement or section

5 Within a student-generated artifact, writes words to do all four of the following:
  1) introduce the topic from an informative/explanatory text,
  2) use four facts and writes an expanded description for each fact
  3) begin to group related facts together
  4) provide a concluding statement or section

6 Within a student-generated artifact, writes words to do all four of the following:
  1) introduce the topic from an informative/explanatory text,
  2) use five facts and writes an expanded description for each fact
  3) often group related facts together
  4) provide a concluding statement or section

7 Within a student-generated artifact, writes words to do all four of the following:
  1) introduce the topic from an informative/explanatory text
  2) use five facts and writes an expanded description for each fact
  3) use linking words and phrases to connect ideas within categories of information
  4) provide a concluding statement or section
There are 3 integrated standards for this option:

1) 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly

2) 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text

3) 2.W.TTP.2 Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions to provide information; and c) providing a concluding statement or section

### Option B: 2.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

**Scoring Notes: In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.**

2.FL.WC.4 measures the extent to which the student's ability to write with conventional spelling for one-syllable words (including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives) is moving toward more advanced use of spelling patterns and generalizations in writing multisyllabic words.

The Dolch and Fry lists of high-frequency words can be used as a support when identifying conventional spelling of high-frequency words. The transfer of words from a word wall to a writing artifact does not demonstrate independence in writing with conventional spelling. Teachers should consider the level of independence with which the words are written when determining a performance level.

This rubric should not be viewed as a checklist. Student writing should be measured for the preponderance of evidence.

Promoting and support are not written within the standard; therefore, this scoring rubric measures the student's independent approach to using words and/or pictures to express an idea. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Student writing artifacts can be scored through the foundational lens even if the student work does not match the standard expectation through the reading and writing lens.

### Score Descriptions

**0** Within an independent student artifact, the student writes one-syllable words **inconsistently** or **inaccurately** when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels.

**1** Within an independent student artifact, the student writes a combination of **most** of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, **AND**

Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, **AND** at least half of the misspelled words are spelled phonetically.

**2** Within an independent student artifact, the student writes a combination of **most** of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, **AND**

Writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, **AND** all of the misspelled words are spelled phonetically.

**3** Within an independent student artifact, the student writes with **conventional spelling** for all one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and/or possessives, **AND**

does not use conventional spelling for most two-syllable words, but spells **all** of the misspelled two- or three-syllable words phonetically.

**4** Within an independent student artifact, the student writes with all conventional spelling for **all one-syllable** words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and/or possessives, **AND**

uses **conventional spelling** for **most two-syllable words** containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.

**5** The student writes with conventional spelling for **all one- and two-syllable words** including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, **AND**

uses conventional spelling for **most three-syllable words**.

**6** The student writes with conventional spelling for **all one-, two-, and three-syllable words** including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.

**7** The student writes with conventional spelling for **all one-, two-, and three-syllable words** including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, **AND**

uses generalizations and spelling patterns to generate words with more than three syllables.
### Second Grade ELA Informational Scoring Rubric

**Option B: Describe the connections within a text**

#### 2. RI.KID.3: Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Within a student-generated artifact, the student writes sentences that do not describe any connections between a series of three historical events, scientific ideas, or steps in a process in a text.</td>
</tr>
<tr>
<td>1</td>
<td>Within a student-generated artifact, the student writes sentences to describe one connection between a series of three historical events, scientific ideas, or steps in a process in a text.</td>
</tr>
<tr>
<td>2</td>
<td>Within a student-generated artifact, the student writes sentences to describe two connections between a series of three historical events, scientific ideas, or steps in a process in a text.</td>
</tr>
<tr>
<td>3</td>
<td>Within a student-generated artifact, the student writes cohesive sentences to describe three connections between a series of three historical events, scientific ideas, or steps in a process in a text.</td>
</tr>
<tr>
<td>4</td>
<td>Within a student-generated artifact, the student writes several cohesive sentences to thoroughly describe four connections between a series of three historical events, scientific ideas, or steps in a process in a text.</td>
</tr>
<tr>
<td>5</td>
<td>Within a student-generated artifact, the student writes several cohesive sentences to thoroughly describe five connections between a series of three historical events, scientific ideas, or steps in a process in a text. AND provides a brief explanation of the corresponding relationship between them.</td>
</tr>
<tr>
<td>6</td>
<td>Within a student-generated artifact, the student writes several cohesive sentences to thoroughly describe six connections between a series of three historical events, scientific ideas, or steps in a process in a text. AND provides a brief explanation of the corresponding relationship between them using one of the following text structures: cause and effect, compare and contrast, problem-solution, or order-sequence.</td>
</tr>
<tr>
<td>7</td>
<td>Within a student-generated artifact, the student writes several cohesive sentences to thoroughly describe six connections between a series of three historical events, scientific ideas, or steps in a process in a text AND uses language that pertains to time and sequence AND provides a brief explanation of the corresponding relationship between them using more than one of the following text structures: cause and effect, compare and contrast, problem-solution, or order-sequence.</td>
</tr>
</tbody>
</table>

**Scoring Notes:** In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

This scoring rubric measures the extent to which the student's ability to describe connections and differences between two texts leads to a deeper understanding of the structures of informational/explanatory text. To move beyond level 3, the student work evidence must increase in depth and cohesiveness as the student begins to organize words in thoughtful and meaningful ways.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.
### Second Grade ELA Informational Scoring Rubric

**Option B: Describe the connections within a text**

3) 2.W.TTP.2: Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions to provide information; and c) providing a concluding statement or section.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 0     | Within a student-generated artifact, writes words that do **not** do all three of the following:  
1) name the topic from an informative/explanatory text  
2) use **at least one** fact **without** any expanded descriptions  
3) **may or may not** provide a concluding statement or section |
| 1     | Within a student-generated artifact, writes words to do **all three** of the following:  
1) name the topic from an informative/explanatory text,  
2) use **at least one** fact **without** any expanded descriptions  
3) **may or may not** provide a concluding statement or section |
| 2     | Within a student-generated artifact, writes words to do **all three** of the following:  
1) **introduce** the topic from an informative/explanatory text,  
2) use **at least two** facts and writes **an expanded description** for **one** fact  
3) provide a concluding statement or section |
| 3     | Within a student-generated artifact, writes words to do **all three** of the following:  
1) **introduce** the topic from an informative/explanatory text  
2) use **three** facts and writes **an expanded description** for each fact  
3) provide a concluding statement or section |
| 4     | Within a student-generated artifact, writes words to do **all three** of the following:  
1) **introduce** the topic from an informative/explanatory text  
2) use **four** facts and writes **an expanded description** for each fact  
3) provide a concluding statement or section |
| 5     | Within a student-generated artifact, writes words to do **all four** of the following:  
1) **introduce** the topic from an informative/explanatory text  
2) uses **four** facts and writes **an expanded description** for each fact  
3) begins to **group related facts** together  
4) provides a concluding statement or section |
| 6     | Within a student-generated artifact, writes words to do **all four** of the following:  
1) **introduce** the topic from an informative/explanatory text  
2) use **five** facts and writes an expanded description for each fact  
3) **often groups related facts** together  
4) provides a concluding statement or section |
| 7     | Within a student-generated artifact, writes words to do **all four** of the following:  
1) **introduce** the topic from an informative/explanatory text  
2) uses **five** facts and writes an expanded description for each fact  
3) uses linking **words and phrases** to connect ideas within categories of information  
4) provides a concluding statement or section |

**Scoring Notes:** In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

2.W.TTP.2 measures the extent to which the student's ability to write an informational/explanatory text is moving toward providing information in more explicit, formal ways. To introduce a topic means that the student writing artifact shows evidence that the student writer deliberately writes words to introduce the topic in natural and authentic ways. This standard does not refer to “prompting and support,” therefore, it is the expectation that students begin to demonstrate their ability to share information independently through writing. The student should make the decisions on the combination of facts and definitions that will be used in his/her writing according to the information they want to share, and the naming of the topic and inclusion of the concluding statement or section should be student generated as well.

Level 3 Performance Level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.
Option C: 2.FL.WC.4: Page 1/3

There are 3 integrated standards for this option:

1) 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly

2) 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text

3) 2.W.TTP.2 Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions to provide information; and c) providing a concluding statement or section

Scoring Notes: In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

2.FL.WC.4 measures the extent to which the student's ability to write with conventional spelling for one-syllable words (including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives) is moving toward more advanced use of spelling patterns and generalizations in writing multisyllabic words.

The Dolch and Fry lists of high-frequency words can be used as a support when identifying conventional spelling of high-frequency words. The transfer of words from a word wall to a writing artifact does not demonstrate independence in writing with conventional spelling.

Teachers should consider the level of independence with the student's work when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels.

The student writes with conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives, AND uses conventional spelling for most two-syllable words, but spells all of the misspelled two- or three-syllable words phonetically.

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's independent approach to using words and/or pictures to express an idea. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Student writing artifacts can be scored through the foundational lens even if the student work does not match the standard expectation through the reading and writing lens.

The student writes with conventional spelling for one-syllable words inconsistently or inaccurately when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels.

Within an independent student artifact, the student writes one-syllable words inconsistently or inaccurately when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels.

0 Within an independent student artifact, the student writes one-syllable words inconsistently or inaccurately when using the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels.

1 Within an independent student artifact, the student writes with a combination of most of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, AND writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND at least half of the misspelled words are spelled phonetically.

2 Within an independent student artifact, the student writes with a combination of most of the following: one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, initial and final consonant blends, and CVCe, common vowel teams, final y, and/or r-controlled vowels, AND writes two-syllable words that end in -y or -ly, are compounds, and/or have two closed syllables, AND all of the misspelled words are spelled phonetically.

3 Within an independent student artifact, the student writes with conventional spelling for all one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives, AND does not use conventional spelling for most two-syllable words, but spells all of the misspelled two- or three-syllable words phonetically.

4 Within an independent student artifact, the student writes with all conventional spelling for all one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives, AND uses conventional spelling for most two-syllable words containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.

5 The student writes with conventional spelling for all one- and two-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, AND uses conventional spelling for most three-syllable words.

6 The student writes with conventional spelling for all one-, two- and three-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes.

7 The student writes with conventional spelling for all one-, two- and three-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives containing combined syllable types, compounds, and common prefixes and/or derivational suffixes, AND uses generalizations and spelling patterns to generate words with more than three syllables.
Second Grade ELA Informational Scoring Rubric
Option C: Identify the main topic of a multi-paragraph text

| Scoring Notes: In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics. The difference among the levels for 2.RI.KID.2 is the extent to which the student can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. Beyond level 3, the student work must show evidence of increased ability to not only identify the main topic, but also determine the focus of additional paragraphs, which requires determining what is important. Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group. |
|---|---|
| 0 | Within a student-generated artifact, the student writes a **sentence or sentences** that correctly do **none** of the following:
1) identify the main topic of a text with multiple paragraphs
2) identify the focus of **one** paragraph within the same text |
| 1 | Within a student-generated artifact, the student writes cohesive **sentences** to correctly do **only one** of the following:
1) identify the main topic of a text with multiple paragraphs
2) identify the focus of **one** paragraph within the same text |
| 2 | Within a student-generated artifact, the student writes cohesive **sentences** to correctly do **both** of the following:
1) identify the main topic of a text with multiple paragraphs
2) identify the focus of **one** paragraph within the same text |
| 3 | Within a student-generated artifact, the student writes cohesive **sentences** to correctly do **both** of the following:
1) identify the main topic of a text with multiple paragraphs
2) identify the focus of **more than one** paragraph within the same text |
| 4 | Within a student-generated artifact, the student writes cohesive **sentences** to correctly do **all three** of the following:
1) identify the main topic of a text with multiple paragraphs
2) identify the focus of **more than one** paragraph within the same text
3) include **two** key details to support the focus of the chosen paragraphs within the same text |
| 5 | Within a student-generated artifact, the student writes cohesive **sentences** to correctly do **all three** of the following:
1) identify the main topic of a text with multiple paragraphs
2) identify the focus of **more than one** paragraph within the same text
3) include **three** key details to support the focus of the chosen paragraphs within the same text |
| 6 | Within a student-generated artifact, the student writes at least **one** cohesive **paragraph** that correctly does **all three** of the following:
1) **explain** the main idea of the text
2) recount **four** key details
3) **explain how** the key details support the main idea of a multi-paragraph text |
| 7 | Within a student-generated artifact, the student writes **multiple** cohesive **paragraphs** that correctly do **both** of the following:
1) **thoroughly** explain the relationship between the main idea and the focus
2) recount **at least four** key details of a multi-paragraph text |
Second Grade ELA Informational Scoring Rubric
Option C: Identify the main topic of a multi-paragraph text

3) 2.W.TTP.2: Write informative/explanatory texts by a) introducing a topic; b) using facts and definitions to provide information; and c) providing a concluding statement or section.

Scoring Notes: In addition to the rubric-specific notes below, please see the Portfolio Scoring Guidance section in the Early Grades Resource Guide to build a fuller understanding of all early grades ELA rubrics.

2.W.TTP.2 measures the extent to which the student's ability to write an informational/explanatory text is moving toward providing information in more explicit, formal ways. To introduce a topic means that the student writing artifact shows evidence that the student writer deliberately writes words to introduce the topic in natural and authentic ways. This standard does not refer to "prompting and support," therefore, it is the expectation that students begin to demonstrate their ability to share information independently through writing. The student should make the decisions on the combination of facts and definitions that will be used in his/her writing according to the information they want to share, and the naming of the topic and inclusion of the concluding statement or section should be student generated as well.

Level 3 Performance Level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 0     | Within a student-generated artifact, writes words that do not do all three of the following:  
1) name the topic from an informative/explanatory text,  
2) use at least one fact without any expanded descriptions  
3) may or may not provide a concluding statement or section |
| 1     | Within a student-generated artifact, writes words to do all three of the following:  
1) name the topic from an informative/explanatory text  
2) use at least one fact without any expanded descriptions  
3) may or may not provide a concluding statement or section |
| 2     | Within a student-generated artifact, writes words to do all three of the following:  
1) introduce the topic from an informative/explanatory text  
2) use at least two facts and writes an expanded description for one fact  
3) provide a concluding statement or section |
| 3     | Within a student-generated artifact, writes words to do all three of the following:  
1) introduce the topic from an informative/explanatory text  
2) use three facts and writes an expanded description for each fact  
3) provide a concluding statement or section |
| 4     | Within a student-generated artifact, writes words to do all three of the following:  
1) introduce the topic from an informative/explanatory text  
2) use four facts and writes an expanded description for each fact  
3) provide a concluding statement or section |
| 5     | Within a student-generated artifact, writes words to do all four of the following:  
1) introduce the topic from an informative/explanatory text  
2) use four facts and writes an expanded description for each fact  
3) begin to group related facts together  
4) provide a concluding statement or section |
| 6     | Within a student-generated artifact, writes words to do all four of the following:  
1) introduce the topic from an informative/explanatory text  
2) use five facts and writes an expanded description for each fact  
3) often groups related facts together  
4) provide a concluding statement or section |
| 7     | Within a student-generated artifact, writes words to do all four of the following:  
1) introduce the topic from an informative/explanatory text,  
2) use five facts and writes an expanded description for each fact  
3) use linking words and phrases to connect ideas within categories of information  
4) provide a concluding statement or section |