

READING
Measurement Topic: Fluency and Vocabulary Development
 Grade Two

Evidence shows student has met or exceeded the learning target	
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Segmenting words into syllables • Using basic decoding, structure, and context cues to determine the meaning of unknown words: <ul style="list-style-type: none"> ○ Identifying and producing all letter-sound correspondences, including consonant blends/digraphs, and vowel digraphs/diphthongs ○ Using basic phonetic analysis to decode unknown words ○ Using the meanings of simple prefixes, suffixes, and root words to determine word meaning ○ Identifying and determining the meaning of unknown words using syntactic (grammar) and semantic (meaning) cues, including picture clues • Using basic decoding and structure cues to find rhyming words, basic suffixes, and word families • Creating and classifying words by adding, blending, substituting, or deleting phonemes in original words: <ul style="list-style-type: none"> ○ Changing words to create new words or rhyming words ○ Combining words to create compound words and use knowledge of individual words to predict the meaning of compound words ○ Classifying words into categories ○ Explaining and giving examples of common synonyms and antonyms ○ Identifying and defining simple multiple-meaning words ○ Identifying contractions and common abbreviations and connecting them to whole words • Using a beginner’s dictionary or glossary to learn the meaning and pronunciation of words • Reading aloud second grade-level texts fluently, using punctuation cues, appropriate changes in voice, timing, and expression • Reading homographs aloud correctly, adjusting sounds to fit the meaning in context • Automatically recognizing grade-level sight and frequently used words, steadily increasing the number of words that can read fluently throughout the year

Evidence shows misunderstanding, misconceptions, or omissions	
2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Abbreviation ○ Word family ○ Predict • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing the general rules governing segmenting words into syllables ○ Recognizing decoding, structure, and context cues in isolation ○ Recognizing words that rhyme ○ Recognizing basic phonemes in words ○ Describing basic characteristics/features of a beginner’s dictionary ○ Recognizing when a selected text is being read with inappropriate use of punctuation cues
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

READING
Measurement Topic: Comprehension
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying comprehension strategies before, during, and after reading: <ul style="list-style-type: none"> ○ Activating prior knowledge ○ Making and confirming predictions (e.g., use prior knowledge, illustrations, titles, subtitles, key words, words that signal sequence, and vocabulary) ○ Asking and responding to questions ○ Making connections to personal experiences and themes or ideas in text ○ Comparing and contrasting basic stories and other texts ○ Visualizing ideas in text ○ Summarizing ○ Making inferences about text (e.g., how, why, what if) ○ Using graphic organizers to demonstrate comprehension ○ Recognizing when meaning breaks down and apply various comprehension strategies such as predicting, adjusting reading rate, looking back, reading on, asking questions, clarifying words or ideas, or by summarizing what has been read so far • Discussing or writing about what has been learned from reading a text and offer ideas, opinions, and observations • Retelling a story, recalling the main events in order, and describing the theme through speaking, writing, or role-playing
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Story line ○ Effect ○ Summarize • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing when two different stories describe the same event (e.g., wedding, birthday party game) ○ Recognizing key information and details in text
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Expository/Informational Text
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using common textual features to find information in text (e.g., titles, table of contents, page numbers, headings, illustrations, captions): <ul style="list-style-type: none"> ○ Explaining how authors use boldface text, graphs, maps, diagrams, charts, and photographs/illustrations to enhance understanding of key ideas ○ Using and interpreting information found in graphic features of text (e.g., charts, maps, diagrams) • Finding the problem and solution in text (cause and effect) • Following two-step instructions; analyze a set of directions for proper sequencing, clarity, and completeness

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Boldface text ○ Graphics ○ Captions • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing common textual features and their basic purposes ○ Recognizing a basic problem in text
1.5	<p>Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Literary Response and Analysis
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Describing basic characteristics of different literary forms and genres (e.g., poetry, plays, stories, fairy tales, nursery rhymes) • Describing the basic characteristics of major elements of fiction: <ul style="list-style-type: none"> ○ Distinguishing between fiction and nonfiction ○ Identifying and describing setting, characters, main events, sequence, and problems in stories ○ Describing a character based on the author’s description and other evidence in the story ○ Identifying basic plot concepts of a story (e.g., main problem, resolution, cause and effect, sequence of events) • Describing how authors use literary devices (e.g., sensory words, titles, illustrations, action) • Describing the basic use of rhyme, rhythm, and alliteration in poetry and stories

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Poem ○ Play ○ Setting • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about basic characteristics of poetry, plays, and stories ○ Recognizing and recalling accurate information about the setting and major characters encountered in selected texts ○ Describing aspects of the story he/she liked or disliked ○ Recognizing basic rhythm, rhyme, and alliteration in text
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

WRITING
Measurement Topic: Audience and Purpose
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Distinguishing between common writing purposes (e.g., to give information, to tell stories, to give directions, to express opinions) and consider audience: <ul style="list-style-type: none"> ○ Using informal writing for various purposes (e.g., notes, journals, poems, labels, titles) ○ Demonstrating a developing personal voice and style in writing (e.g., word choice, varied sentences and sentence beginnings, descriptive words, and use of imagination) • Maintaining a basic varied portfolio that: <ul style="list-style-type: none"> ○ Includes writing selected by both the student and the teacher ○ Includes basic informational pieces, personal narratives, evaluations, informal letters, responses to literature, and descriptions ○ Includes writing for specific audiences (e.g., family, teacher, friends)
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Style ○ Audience ○ Purpose • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing basic characteristics of common purposes of writing ○ Recognizing written compositions that respond to literature
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Drafting and Revising
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying basic prewriting strategies: <ul style="list-style-type: none"> ○ Using strategies to plan and organize writing (e.g., brainstorming, lists, webs, pictures, Venn diagrams) ○ Using different organizational patterns to communicate ideas (e.g., sequence of events, compare/contrast, story plot) ○ Drafting compositions with a beginning, middle, and end; related ideas in paragraph clusters; topic sentences with supporting details; and sentences in a logical order • Rereading and revising writing: <ul style="list-style-type: none"> ○ Revising to improve meaning and clarity, to rearrange words, sentences, or paragraphs, or to add or delete information ○ Editing own writing and the writing of others to improve quality and conventions (e.g., grammar, spelling, punctuation, capitalization, complete sentences, word order in sentences) using grade-appropriate resources (e.g., checklists, rubrics, feedback, dictionary, word wall, word bank) ○ Using constructive comments and suggestions from peers and teachers to revise writing ○ Publishing a final draft that is legible, error-free, and follows appropriate format
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Description ○ Detail • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling basic information about Venn diagrams and using them to plan and organize writing ○ Recognizing obvious spelling, punctuation, and capitalization errors in text
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Writing Applications
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Writing short essays about a personal experience: <ul style="list-style-type: none"> ○ Writing short, one- to three- paragraph essays ○ Presenting events in a logical sequence ○ Describing setting, situation, people, objects, and events in basic detail • Write simple narrative stories and poetry: <ul style="list-style-type: none"> ○ Writing short, one- to three- paragraph fictional stories with a simple plot sequence ○ Using descriptive words when writing about setting and characters ○ Writing short poems with basic rhyme and rhythm • Writing basic responses to literature: <ul style="list-style-type: none"> ○ Writing short, one- to three- paragraph essays ○ Describing basic elements of plot and characters ○ Offering basic opinions about the story using details from the text • Writing basic expository compositions: <ul style="list-style-type: none"> ○ Writing short, one- to three- paragraph essays ○ Using basic information from at least two sources ○ Including the main idea and supporting details ○ Using common organizational formats (e.g., descriptive, logical order or numerical sequence, compare and contrast) • Writing basic friendly letters or invitations that include the date, greeting, body, closing, and signature

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Event ○ Process ○ Experience • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing when sensory descriptions are centered around people, places, and things ○ Recognizing when basic descriptive words are used in narrative stories and poems ○ Writing short basic descriptions of the plot and characters encountered in text ○ Recognizing accurate information about the basic purpose of different types of expository writing ○ Describing basic defining features of invitations
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

WRITING
Measurement Topic: Research and Information Organization
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Answering a basic research question: <ul style="list-style-type: none"> ○ Identifying a research question from a list of teacher-selected topics or by area of personal interest ○ Writing a short report or oral presentation on a research topic, using at least two sources ○ Using charts, graphs, or drawings to enhance presentation of report • Collecting basic information: <ul style="list-style-type: none"> ○ Using a variety of sources to gather information (e.g., books, magazines, electronic resources, pictures, observation) ○ Recording gathered information with assistance (e.g., notes, graphic organizers)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Research question ○ Resource • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing basic questions that can and cannot be answered through research ○ Recognizing different ways to record information
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

LANGUAGE USAGE
Measurement Topic: Spelling and Language Mechanics
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Spelling grade-appropriate and high-frequency words; grade-level multi-syllabic decodable words; basic words with short vowels and long vowels; r-controlled words; consonant blend patterns; digraphs; two-syllable words with common prefixes and suffixes; and words from other content areas • Using basic strategies to spell words correctly: <ul style="list-style-type: none"> ○ Use letter/sound relationships; onset and rime; knowledge of previously studied decodable words; common spelling patterns (word families); spelling rules Use a dictionary, word wall, word list, or other resource to spell words correctly in writing • Using basic punctuation: <ul style="list-style-type: none"> ○ Use correct end mark punctuation including periods, question marks, and exclamation points ○ Use proper placement of commas in a series, in dates, to introduce dialogue, in quotations, greeting and closing of letter ○ Use quotation marks in dialogue and apostrophes in contractions • Using basic capitalization: <ul style="list-style-type: none"> ○ First word of a greeting ○ Titles ○ Initials in names ○ Names of streets, cities, towns, states, and countries • Observing letter formation, spacing, and directionality: <ul style="list-style-type: none"> ○ Writing fluently and legibly in print all upper-case and lower-case letters ○ Using proper margins and letter, word, and sentence spacing ○ Following left-to-right and top-to-bottom directionality • Arranging a list of words in alphabetical order
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Alphabetical order ○ Compound word ○ Dialogue • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct spelling of specific grade-appropriate words ○ Recognizing word families ○ Recognizing correct use of commas in a series, periods, question marks, exclamation points, and apostrophes in contractions ○ Recognizing correct capitalization of months, titles, initials in names, and names of streets, cities, towns, states and countries ○ Recognizing correct letter formation, spacing, and directionality
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

LANGUAGE USAGE
Measurement Topic: Language Conventions
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Writing in complete sentences (e.g., write simple sentences that ask a question, state a fact, give a command, or make an exclamation) • Identifying and using nouns (e.g., simple object, people, family members, categories, common plurals, collective, etc) • Identifying and using common personal pronouns (objective, subjective, and possessive personal pronouns) • Using common adjectives and adverbs to modify nouns and verbs • Using helping and linking verbs • Using common conjunctions (coordinating, subordinating, correlating) • Identifying and using simple past and present verb tense • Using nouns and pronouns that are in agreement
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Helping verb ○ Preposition • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing declarative, interrogative, exclamatory, and imperative sentences in text ○ Recognizing nouns in text ○ Recognizing pronouns in text ○ Recognizing adjectives and adverbs in text ○ Recognizing helping and linking verbs in context ○ Recognizing simple forms of past and present tense
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Speaking Applications

Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Participating and contributing in small and large group discussions (e.g., whole class discussions, work groups, partners, etc.) following the rules of conversation <ul style="list-style-type: none"> ○ Using complete sentences with age- and grade-level appropriate vocabulary to express ideas and to describe people, places, events, actions, or things ○ Using language that is appropriate for the purpose and audience (e.g., class discussions, playground interactions, speaking to teachers or other adults) • Making simple oral presentations to class about a topic, event, or experience (e.g., tell or retell stories; describe a personal experience; deliver a short informational report; present information in logical sequence; use appropriate vocabulary; give descriptive details) <ul style="list-style-type: none"> ○ Interpreting real or fictional people or events using role-play (e.g., acting out a story or historical event with classmates) • Reciting familiar poems, rhymes, songs, and stories
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Plot ○ Narration • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing things that can be done to participate in classroom discussions ○ Recognizing and recalling accurate information about basic characteristics of narrative events ○ Recognizing and recalling accurate information about basic characteristics of details that enhance a description ○ Describing basic characteristics of role-play
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Listening Comprehension
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using active listening skills to listen for different purposes (e.g., facing the speaker; making eye contact; understanding the purpose for listening; asking questions for clarification or additional information; listening quietly without interruption): <ul style="list-style-type: none"> ○ Taking notes or use graphic organizers to record information during oral presentations and/or whole class instruction ○ Recognizing friendly communication through tone of voice, gestures, and content • Analyzing and following basic instructions: <ul style="list-style-type: none"> ○ Carry out two-, three-, and four-step directions ○ Analyze a basic set of directions to see if they are in the proper order • Responding to comments of peers and adults by adding a connecting idea
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Performance ○ Restate ○ Notes • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing the basic characteristics of active listening ○ Recognizing basic instructions that are complete ○ Recognizing basic connected ideas
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Analysis and Evaluation of Media
 Grade Two

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Describing the main idea in visual media (e.g., pictures, television, newspaper photographs, videos, cartoons) • Comparing and contrasting real life with life depicted in visual media (e.g., find similarities and differences with own family and the family in a television show); know the difference between characters and the actors who play them

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Actor ○ character • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing the main idea of samples from a variety of visual media ○ Recognizing basic distinctions between characters and the actors that play them
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements