

Fort Zumwalt School District--Office of Curriculum and Instruction

2nd Grade ELA Proficiency Scales – 8-30-17

Grade Level: 2nd Grade	Standard: High Frequency Words RF.2.3.f	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> • Read in isolation, and in context, words from the District ABC Word list, with accuracy and fluency (within 3 seconds) without hesitation or sounding out. • Fix or self-correct mistakes quickly. 	<ul style="list-style-type: none"> • Knows lists A-H from the District ABC Word Lists
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> • Read in isolation, and in context, words from the District ABC Word list, with accuracy and fluency (within 3 seconds) without hesitation or sounding out. • Fix or self-correct mistakes quickly. 	<ul style="list-style-type: none"> • Knows lists A-G from the District ABC word Lists.
2 Beginning Progress	The student will: <ul style="list-style-type: none"> • Read in isolation, and in context, words from the District ABC Word list, with accuracy and fluency (within 3 seconds) without hesitation or sounding out. • Fix or self-correct mistakes quickly. 	<ul style="list-style-type: none"> • Knows lists A-E. Working on F,G, H
1 Of Concern	The student will: <ul style="list-style-type: none"> • Read in isolation, and in context, words from the District ABC Word list, with accuracy and fluency (within 3 seconds) without hesitation or sounding out. • Fix or self-correct mistakes quickly. 	<ul style="list-style-type: none"> • Working on lists A-D

Grade Level:	Standard: Reads and Comprehends text
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Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none">• Read and comprehend text independently at a DRA Level 28 Nonfiction.	*In the fall teachers should not test past a 28 Nonfiction. *In the spring teachers should not test past a 38 Fiction.
3 Approaching Proficient	The student will: <ul style="list-style-type: none">• Read and comprehend text independently at a DRA Level 28 Fiction.	
2 Beginning Progress	The student will: <ul style="list-style-type: none">• Read and comprehend text independently at a DRA Level 20 - 24.	
1 Of Concern	The student will: <ul style="list-style-type: none">• Read and comprehend text independently at a DRA Level 18 or below.	

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<p>Grade Level: 2nd Grade</p>	<p>Standard: Asks and answers questions to demonstrate understanding of a text (literature and informational text) RL.2.1 RI.2.1</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Consistently and accurately ask and answer specific questions about key details in text to demonstrate understanding. 	<ul style="list-style-type: none"> • Ask and answer questions before, during, and after reading. (i.e. who, what, where, when, why, how) • Questions and answers should be supported by details in the text. • Questions should be specific to the text being read.
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Answer questions about key details in text to demonstrate understanding of a text with few errors. <p>AND</p> <ul style="list-style-type: none"> • Asks general questions about grade appropriate text. 	<ul style="list-style-type: none"> • General questions could be asked about any text not necessarily the one being read (i.e. Who are the characters?)
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Answer teacher given questions about key details in text to demonstrate understanding; support is needed. <p>OR</p> <ul style="list-style-type: none"> • Asks general questions about grade appropriate text; support is needed. 	
<p>1 Of Concern</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Unable to ask and answer questions about key details to demonstrate understanding in text. 	

<p>Grade Level:</p>	<p>Standard: Determine meaning of words</p>
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2nd Grade	RL.2.4, RI.2.4	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none">● Consistently and independently determine or clarify the meaning of words and phrases in a grade appropriate text.	
3 Approaching Proficient	The student will: <ul style="list-style-type: none">● Independently determine or clarify the meaning of words and phrases in a text with few errors.	
2 Beginning Progress	The student will: <ul style="list-style-type: none">● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text; support is needed.	
1 Of Concern	The student is: <ul style="list-style-type: none">● Unable to ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none">● Unable to be successful even with teacher support.

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Grade Level: 2nd Grade	Standard: Recounts the text RL.2.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none">Independently recount stories, in sequence, including story elements (e.g., characters and setting) and major events from a variety of texts without prompts.	<ul style="list-style-type: none">Recount is not as detailed as a retell, and should include the major events and story elements from the text.Use DRA, notes from student conferences, and student reading journals to assess.
3 Approaching Proficient	The student will: <ul style="list-style-type: none">Independently recount stories, including most of the major events from a variety of texts, in sequence.	
2 Beginning Progress	The student will: <ul style="list-style-type: none">Recount stories to include some major events from a variety of texts; support is needed. Recount may be partial or out of sequence.	
1 Of Concern	The student is: <ul style="list-style-type: none">Unable to recount the story.	<ul style="list-style-type: none">Unable to be successful even with teacher support.

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<p>Grade Level: 2nd Grade</p>	<p>Standard: Describes character responses to events RL.2.3</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Independently describe character’s thoughts, actions, or feelings. Independently describe how characters in a story respond to major events and challenges. Uses specific text evidence to support thinking. 	<ul style="list-style-type: none"> Identify the major event(s) and/or challenges, and describe how the character reacted to those events/challenges. Example: “Toad thought Frog was mad at him so he made him lunch and went looking for him.”
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> Independently describe character’s thoughts, actions, or feelings. Independently describe how characters in a story respond to major events and challenges. Some text evidence to support thinking, may include some misinterpretations. 	<ul style="list-style-type: none"> Example: “Toad thought Frog was mad at him so he tried to cheer him up.”
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> Describe character’s thoughts, actions, or feelings; support is needed. Identify how characters in a story respond to major event(s) and challenges; support is needed. 	
<p>1 Of Concern</p>	<p>The student is:</p> <ul style="list-style-type: none"> Unable to describe character’s thoughts, actions, or feelings. Unable to identify how characters in a story respond to major event(s) and challenges. 	<ul style="list-style-type: none"> Unable to be successful even with teacher support.

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Grade Level: 2nd Grade	Standard: Determines the central message of a text RL.2.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> ● In literature: Independently determine the central message, lesson, or moral of a story, folktale, or fable using text evidence. 	<ul style="list-style-type: none"> ● Include fables and folktales from diverse cultures.
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> ● In literature: Independently determine the central message, lesson, or moral of a story, folktale, or fable but lacks evidence with text. 	
2 Beginning Progress	The student will: <ul style="list-style-type: none"> ● In literature: Give a general response or a one word idea to determine the central message, lesson, or moral of a story, folktale, or fable; support is needed. 	
1 Of Concern	The student is: <ul style="list-style-type: none"> ● In literature: Unable to identify the central message, lesson, or moral of a story, folktale, or fable. 	<ul style="list-style-type: none"> ● Unable to be successful even with teacher support.

Grade Level: 2nd Grade	Standard: Main Topic and Supporting Details (multi-paragraph text) RI. 2.2
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Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> ● In informational text: Independently, identify the main topic of a multiparagraph text and identify the focus of each specific paragraph in the text. 	<ul style="list-style-type: none"> ● Include fables and folktales from diverse cultures.
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> ● In informational text: Identify the main topic of a multiparagraph text and identify the focus of most paragraphs in the text. 	
2 Beginning Progress	The student will: <ul style="list-style-type: none"> ● In informational text: Identify the main topic of a multiparagraph text with support and identify the focus of some paragraphs in the text; support is needed. 	
1 Of Concern	The student is: <ul style="list-style-type: none"> ● In informational text: Unable to identify the main topic or the focus of each paragraph. 	<ul style="list-style-type: none"> ● Unable to be successful even with teacher support.

Grade Level: 2nd Grade	Standard: Text Features RL.2.5, RI.2.5	
Score	Expectation Descriptor	Additional Instructional Information

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<p>4 Proficient</p>	<p>The student:</p> <ul style="list-style-type: none"> ● Effectively identifies and uses text features to locate key facts or information in a text. (<i>informational</i>) ● Effectively describes the overall structure of a story. (<i>literature</i>) 	<ul style="list-style-type: none"> ● Text features: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons. ● Students should already know and be able to use headings and table of contents (taught in first grade). ● Structure includes describing how the beginning introduces the story and the ending concludes the action.
<p>3 Approaching Proficient</p>	<p>The student:</p> <ul style="list-style-type: none"> ● Adequately knows and uses text features to locate key facts or information in a text with errors. (<i>informational</i>) ● Adequately describes the overall structure of a story; may include errors (<i>literature</i>) 	
<p>2 Beginning Progress</p>	<p>The student has:</p> <ul style="list-style-type: none"> ● Limited evidence of identifying text features, and use them to locate key information in a text; support is needed. (<i>informational</i>) ● Limited evidence in describing the overall structure of a story; support is needed. (<i>literature</i>) 	
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> ● Lacks understanding of majority of concepts. 	

<p>Grade Level: 2nd Grade</p>	<p>Standard: Applies mechanics to written work</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Effectively capitalize holidays, product names and geographic names. 	<ul style="list-style-type: none"> ● Produce, Expand/Rearrange Sentences: <i>The boy watched the</i>

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<p>Proficient</p>	<ul style="list-style-type: none"> ● Effectively uses commas in greetings and closings of letters. ● Effectively uses an apostrophe to form contractions and frequently occurring possessives. ● Effectively produce, expand, and rearrange complete simple and compound sentences 	<p><i>movie; The little boy watched the movie; The action movie was watched by the little boy.</i></p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Adequately capitalize holidays, product names and geographic names; may include errors. ● Adequately uses commas in greetings and closings of letters; may include errors. ● Adequately uses an apostrophe to form contractions and frequently occurring possessives; may include errors. ● Adequately produce, expand, and rearrange complete simple and compound sentences; may include errors 	
<p>2 Beginning Progress</p>	<p>The student has:</p> <ul style="list-style-type: none"> ● Limited use of capitalize holidays, product names and geographic names; support is needed. ● Limited use of commas in greetings and closings of letters with support. ● Limited use of an apostrophe to form contractions and frequently occurring possessives; support is needed. ● Limited evidence of producing, expanding, and rearranging complete simple and compound sentences; support is needed. 	
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> ● Lacks understanding of the majority of the concepts. 	

<p>Grade Level: 2nd Grade</p>	<p>Standard: Applies spelling to written work</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Effectively generalize learned spelling patterns when writing words 	<ul style="list-style-type: none"> ● Reference materials: beginning dictionaries ● Spelling patterns: cage -

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	<ul style="list-style-type: none"> ● Effectively consults reference materials, as needed, to check and correct spellings. 	badge, boy - boil
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> ● Adequately generalize learned spelling patterns when writing words; errors are present. ● Adequately consults reference materials, as needed, to check and correct spellings; errors are present. 	
2 Beginning Progress	<p>The student has:</p> <ul style="list-style-type: none"> ● Limited ability to generalize learned spelling patterns when writing; support is needed. ● Limited ability to consult reference materials, as needed to check and correct spellings; support is needed. 	
1 Of Concern	<p>The student:</p> <ul style="list-style-type: none"> ● Lacks understanding of the majority of the concepts. 	

Grade Level: 2nd Grade	Standard: Applies grammar skills to written work	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> ● Effectively use nouns including collective, frequently occurring irregular plural nouns, and reflexive pronouns ● Effectively form and use the past tense of frequently occurring irregular verbs ● Effectively use adjectives and adverbs, and choose between them 	<ul style="list-style-type: none"> ● Collective nouns: groups such as flock, clutch, pack, school of fish ● Reflexive pronouns: myself, ourselves ● Irregular plural nouns: feet, children, teeth, mice, fish ● Irregular verbs: sat, hid, told

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	depending on what is to be modified.	
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> • Adequately use nouns including collective, frequently occurring irregular plural nouns, and reflexive pronouns; errors may be present. • Adequately form and use the past tense of frequently occurring irregular verbs; errors may be present. • Adequately use adjectives and adverbs, and choose between them depending on what is to be modified; errors may be present. 	
2 Beginning Progress	The student has: <ul style="list-style-type: none"> • Limited use of nouns including collective, frequently occurring irregular plural nouns, and reflexive pronouns; support is needed. • Limited use of form and use the past tense of frequently occurring irregular verbs; support is needed. • Limited use of adjectives and adverbs, and choose between them depending on what is to be modified; support is needed 	
1 Of Concern	The student: <ul style="list-style-type: none"> • Lacks understanding of the majority of the concepts. 	

Grade Level: 2nd Grade	Standard: Uses legible handwriting (cursive and print)	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's writing: <ul style="list-style-type: none"> • Demonstrates legible print and cursive handwriting 	<ul style="list-style-type: none"> • Easy to read • Good size and proportion of letters • Good, even spacing • connects letters correctly

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		<ul style="list-style-type: none"> • Correct letter formation • no letter reversals.
3 Approaching Proficient	<p>The student's writing:</p> <ul style="list-style-type: none"> • Demonstrates legible print and cursive handwriting; errors may be present. 	<ul style="list-style-type: none"> • Some mistakes with size, proportion of letters, spacing
2 Beginning Progress	<p>The student's writing:</p> <ul style="list-style-type: none"> • Demonstrates print and/or cursive handwriting. 	
1 Of Concern	<p>The student's writing:</p> <ul style="list-style-type: none"> • Lacks legible print and/or cursive handwriting. 	<ul style="list-style-type: none"> • Handwriting is difficult to read. • Spacing between letters in words and words in sentences are not present.

Grade Level: 2nd Grade	Standard: Narrative- Focus W.2.3	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	<p>The student's:</p> <ul style="list-style-type: none"> • Narrative effectively establishes a situation/event and characters that maintains a clear focus throughout. 	<ul style="list-style-type: none"> • Focus refers to staying on topic given. • The situation/events are clearly described.
3	<p>The student's:</p> <ul style="list-style-type: none"> • Narrative adequately establishes a situation/event and 	

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Approaching Proficient	characters that are mostly focused throughout.	
2 Beginning Progress	The student's: <ul style="list-style-type: none"> • Narrative attempts to establish a situation/event and characters are limited and inconsistent; support is needed. 	<ul style="list-style-type: none"> • May occasionally lose focus.
1 Of Concern	The student's: <ul style="list-style-type: none"> • Narrative lacks establishment of a situation/event and characters. 	<ul style="list-style-type: none"> • May be confusing, unfocused, or too short.

Grade Level: 2nd Grade	Standard: Narrative - Organization W 2.3	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none"> • Narrative contains an effective, logical sequence of events with a clear beginning, middle, and end. 	<ul style="list-style-type: none"> • Easy to follow plot with a strong beginning, middle, and end.
3 Approaching	The student's: <ul style="list-style-type: none"> • Narrative contains an adequate, logical sequence of events with a beginning, middle, and end. 	<ul style="list-style-type: none"> • There may be a lack of clarity or a weak beginning, middle, and end. • Some sense of closure.

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Proficient		
2 Beginning Progress	The student's: <ul style="list-style-type: none">• Narrative contains a limited, sequence of events; support is needed.	<ul style="list-style-type: none">• Events may be missing and/or present but out of order.• Plot is difficult to follow• No sense of closure is evident.
1 Of Concern	The student's: <ul style="list-style-type: none">• Narrative lacks a sequence of events.	

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<p>Grade Level: 2nd Grade</p>	<p>Standard: Narrative - Development W.2.3</p>	
<p>Score</p>	<p>Expectation Descriptor</p>	<p>Additional Instructional Information</p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative effectively uses dialogue and vivid description that clearly develops characters and events. 	<ul style="list-style-type: none"> ● Description refers to how the author uses description to develop a character's experiences and events. <ul style="list-style-type: none"> ○ How does the author describe the character's thoughts, actions, and feelings? ● Dialogue develops events and characters.
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative adequately uses details and description to develop characters and events. 	<ul style="list-style-type: none"> ● Dialogue may be present.
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative has a limited use of details and/or description to develop characters and events; support is needed. 	
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Narrative shows a lack of understanding with few or no details or description. 	

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Grade Level: 2nd Grade	Standard: Narrative - Language and Vocabulary W.2.3	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none"> ● Narrative effectively uses a variety of transitional words and phrases to show sequence of events. ● Narrative effectively uses a variety of sensory and concrete language. 	<ul style="list-style-type: none"> ● Transitional words refers to temporal words. ● Concrete words refer to tangible, qualities or characteristics, things we know through our senses. Words and phrases like "102 degrees," "obese Siamese cat," and "deep spruce green" are concrete.
3 Approaching Proficient	The student's: <ul style="list-style-type: none"> ● Narrative adequately uses transitional words and phrases to show sequence of events. ● Narrative adequately uses sensory and/or concrete language. 	<ul style="list-style-type: none"> ● Student uses 2 or more transitional words, phrases, and/or clauses ● Student uses 2 or more sensory details, and/or concrete details.
2 Beginning Progress	The student's: <ul style="list-style-type: none"> ● Narrative has limited use of transitional words and/or phrases; support is needed. ● Narrative has limited use of sensory words and/or concrete language; support is needed. 	<ul style="list-style-type: none"> ● Student uses 1 or more transitional words, phrases, and/or clauses ● Student uses 1 or more sensory details, and/or concrete details.
1 Of Concern	The student's: <ul style="list-style-type: none"> ● Narrative shows a lack of transitional words and phrases. ● Narrative lacks sensory words or phrases. 	<ul style="list-style-type: none"> ● Narrative is vague, unclear, or confusing.

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Grade Level: 2nd Grade	Standard: Informative - Focus W.2.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">• Informative effectively establishes and maintains a topic.• Key details are clearly stated and supports the topic.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">• Informative adequately establishes a topic.• Key details are stated and support the topic.	<ul style="list-style-type: none">• Multiple key details
2 Beginning Progress	The student's: <ul style="list-style-type: none">• Informative insufficiently establishes a topic.• Key details are unclear and/or insufficiently support the topic.	<ul style="list-style-type: none">• Limited key details
1 Of Concern	The student's: <ul style="list-style-type: none">• Informative lacks a clear topic or focus, and struggles to support with key details.	

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Grade Level: 2nd Grade	Standard: Informative - Organization W.2.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">• Informative effectively establishes a clear beginning and concluding statement or section.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">• Informative adequately establishes a beginning and concluding statement or section.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">• Informative insufficiently establishes a beginning and/or concluding statement or section; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none">• Informative lacks a beginning and concluding statement or section.	

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Grade Level: 2nd Grade	Standard: Informative - Development W.2.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">• Informative effectively uses strong facts and details.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">• Informative adequately uses facts and details.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">• Informative insufficiently uses facts and details; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none">• Informative lacks facts or details. The facts may be weak or nonexistent.	

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Grade Level: 2nd Grade	Standard: Informational - Language & Vocabulary W.2.2	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">● Informative effectively uses temporal words.● Informative effectively uses precise language and domain-specific vocabulary.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">● Informative adequately uses temporal words.● Informative adequately uses precise language and domain-specific vocabulary.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">● Informative has limited use of temporal words.● Informative has limited use of precise language and domain-specific vocabulary; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none">● Informative lacks temporal words.● Informative lacks precise language and domain-specific vocabulary.	

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Grade Level: 2nd Grade	Standard: Opinion Focus W.2.1	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">Opinion is clearly stated and effectively supported with reasons.	
3 Approaching Proficient	The student's: <ul style="list-style-type: none">Opinion is stated and adequately supported with reasons.	
2 Beginning Progress	The student's: <ul style="list-style-type: none">Opinion is stated, but insufficiently supported with reasons.	<ul style="list-style-type: none">Some reasons may be unclear or unrelated to the opinion.
1 Of Concern	The student's: <ul style="list-style-type: none">Opinion may be confusing or ambiguous and lacks reasons.	

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Grade Level: 2nd Grade	Standard: Opinion - Organization W.2.1	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student's: <ul style="list-style-type: none">● Opinion is effectively stated and has a strong concluding statement or section that relates to the opinion.● Supporting reasons are given in a logical order.	
3 Approaching Proficient	The student': <ul style="list-style-type: none">● Opinion is adequately stated and has a concluding statement or section that relates to the opinion.● The relationship between opinion and reasons are unclear.● Supporting reasons are given.	<ul style="list-style-type: none">● Minor flaws may be present.
2 Beginning Progress	The student's: <ul style="list-style-type: none">● Opinion is insufficiently stated and concluding statement or section is insufficient; support is needed.● Supporting reasons may be given; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none">● Opinion lacks an introduction and/or concluding statement or section.	<ul style="list-style-type: none">● Is hard to follow and unclear.

Fort Zumwalt School District--Office of Curriculum and Instruction

2nd Grade ELA Proficiency Scales – 8-30-17

Grade Level: 2nd Grade	Standard: Opinion - Development W.2.1	
Score	Expectation Descriptor	Additional Instructional Information
<p style="text-align: center;">4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion effectively uses several strong reasons, that support the opinion. 	
<p style="text-align: center;">3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion adequately uses several reasons, that support the opinion. 	
<p style="text-align: center;">2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion uses a few reasons that may be unclear or vague; support is needed. 	
<p style="text-align: center;">1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion lacks reasons. 	

Grade Level:	Standard: Opinion - Language & Vocabulary
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Fort Zumwalt School District--Office of Curriculum and Instruction

2nd Grade ELA Proficiency Scales – 8-30-17

2nd Grade	W.2.1	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion effectively uses several temporal words and/or phrases to link supporting reasons. ● Opinion effectively uses precise language and domain-specific vocabulary. 	
3 Approaching Proficient	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion adequately uses temporal words and/or phrases to link supporting reasons. ● Opinion adequately uses precise language and domain-specific vocabulary. 	
2 Beginning Progress	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion has limited use of temporal words and/or phrases to link supporting reasons. ● Opinion has limited use of precise language and domain-specific vocabulary. 	
1 Of Concern	<p>The student's:</p> <ul style="list-style-type: none"> ● Opinion lacks temporal words. ● Opinion lacks precise language and domain-specific vocabulary. 	