Topic: English Language Arts/Reading	
Included Standards: Grade 2 Access Points Word Analysis,	
Grade: 2	
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**
Score 3.0	**The student will be able to demonstrate knowledge of the alphabetic principle and applies grade level phonics skills to read text.** **Performs complex skills:** Blend individual phonemes in one syllable words. (I) Produce the most common sounds associated with all letters of the alphabet. (I) Recognize high frequency sight words. (I) Use self-correction when subsequent reading indicates an earlier misreading. (I) Orally blend and segment compound words with picture prompts. (S) Orally identify and blend syllables and onset-and rhyme in familiar words. (S) Respond to spoken words, referent objects, gestures/signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities. (P) **The student exhibits no major errors or omissions regarding the score 3.0 content.**
Score 2.0	**The student:** **Recognizes or recalls specific terminology:** phoneme, initial, medial, final, segment, blend **Performs basic skills:** Identify the first letter and sound in DVD words. (S) Identify initial and final phonemes in CVC words. (I) Produce the most common sounds associated with five or more letters. (S) **No major errors or omissions regarding the score 2.0 content.**
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: English Language Arts/Reading	
Included Standards: Grade 2 Access Points Word Analysis,	
Grade: 2	
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**

Score 3.0	**The student will be able to demonstrate the ability to read grade level text orally with accuracy, appropriate rate, and expression and be able to use multiple strategies to increase knowledge of grade level appropriate vocabulary.**
	
	Performs complex skills:
	   Blend individual phonemes in one syllable words. (I)
	   Produce the most common sounds associated with all letters of the alphabet. (I)
	   Recognize high frequency sight words. (I)
	   Use self-correction when subsequent reading indicates an earlier misreading. (I)
	   Orally blend and segment compound words with picture prompts. (S)
	   Orally identify and blend syllables and onset-and rhyme in familiar words. (S)
	   Respond to spoken words, referent objects, gestures/signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities. (P)
	
	The student exhibits no major errors or omissions regarding the score 3.0 content.

Score 2.0	**The student:**
	Recognizes or recalls specific terminology:
	   rate, expression, multisyllabic, prefixes, suffixes, root words, phrase, context clues
	
	Performs basic skills:
	   Identify the first letter and sound in DVD words. (S)
	   Identify initial and final phonemes in CVC words. (I)
	   Produce the most common sounds associated with five or more letters. (S)
	
	No major errors or omissions regarding the score 2.0 content.

Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic:	English Language Arts/Reading
Included Standards: Grade 2 Access Points Comprehension	
Grade: 2	
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**

Score 3.0	**The student will be able to use a variety of strategies to comprehend grade level text.**
	Performs complex skills:
	    Use strategies to repair comprehension, including but not limited to re-reading and connection read-aloud stories to life experiences. (I/S)
	    Identify important details (who, what, where, when) that relate to the author's purpose in read-aloud stories. (I)
	    Identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text. (I)
	    Identify details (e.g., who, what) that relate to the author's purpose in read-aloud stories. (S)
	    Identify similarities in characters or actions in read-aloud stories. (S)
	
	The student exhibits no major errors or omissions regarding the score 3.0 content.

Score 2.0	**The student:**
	
	Recognizes or recalls specific terminology:
	    text feature, prediction, author's purpose, main idea, supporting detail, cause/effect, similarities, differences
	
	Performs basic skills:
	    Preview text features (e.g., illustrations and title) and use prior knowledge to make predictions of content of text. (I)
	    Preview text features (e.g., illustrations) to make predictions about a story. (S)
	    Respond to pictures of characters or objects in read-aloud stories. (P)
	    Identify details in text, including but not limited to who, what, where, and when. (I)
	    Arrange pictures of events in sequence. (I)
	    Identify obvious differences between referent objects, pictures, or symbols used in routines. (P)
	    Respond accurately and consistently to referent objects or pictures used in routines. (P)
	
	No major errors or omissions regarding the score 2.0 content.

Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.