San Francisco Unified School District

STANDARDS BASED REPORT CARD

Rubrics

Grade 2

English Language Arts
Mathematics
Social Studies
Science
Physical Education
Reading Standards for Literature

Key Ideas and Details

RL.2.1 & RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.</td>
</tr>
<tr>
<td>3 Meets</td>
<td>RL.2.1 &amp; RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Ask and answer questions about key details in a text.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
</tr>
</tbody>
</table>
**Reading Standards for Literature**

**Key Ideas and Details**

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**Corresponding Common ELD Standards**

**Part I: Interacting in Meaningful Ways**

6. Reading/viewing closely: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

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<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description ELA: Reading Literature.2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message and explain how it is conveyed through key details in the text.</td>
</tr>
<tr>
<td>3 Meets</td>
<td>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Retell stories, including key details, and demonstrate understanding in their central message or lesson.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>With prompting and support retell familiar stories, including key details.</td>
</tr>
</tbody>
</table>

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**Proficiency Level Descriptors in English Language Development**

**Interacting in Meaningful Ways**

6. Reading/Viewing Closely

**Lifelong Language Learning:** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

**Bridging**

6. Reading/Viewing Closely: Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

**Exit:** Students can read, with limited difficulty, a variety of grade-level and comprehend concrete and abstract topics recognizing subtleties in a variety of communicative settings.

**Enter:** Students are able to engage in complex academic activities with light linguistic support. Students can read increasingly complex texts at grade level and comprehend many abstract topics. Students can begin to recognize language subtleties in a variety of communicative settings.

**Expanding**

6. Reading/Viewing Closely: Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level text and viewing of multimedia with moderate support.

**Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students can read increasingly complex grade level text while relying on context and prior knowledge to obtain meaning from print. Students can comprehend detailed information with fewer contextual clues on unfamiliar topics.

**Enter:** Students are able to engage in complex academic activities with moderate support. Students can read a variety of grade-appropriate text with simple sentences. Students can comprehend information on familiar topics and on some unfamiliar topics.

**Emerging**

6. Reading/Viewing Closely: Describe ideas, phenomena based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.

**Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can read brief grade-appropriate text with simple sentences and mostly familiar vocabulary and comprehend a sequence of information on familiar topics.

**Enter:** Students are able to engage in complex academic activities with substantial support. Limited receptive and productive English skills. Students can read very brief grade appropriate text with simple sentences and familiar vocabulary. Students can comprehend frequently words and basic phrases in immediate physical surroundings.
Reading Standards for Informational Text

Key Ideas and Details

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Corresponding Common ELD Standards

Part I: Interacting in Meaningful Ways

6. Reading/viewing closely: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
</tr>
<tr>
<td>3 Meets</td>
<td>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Identify the main topic and retell key details of a text.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>With prompting and support, identify the main topic and retell key details of a text.</td>
</tr>
</tbody>
</table>

Proficiency Level Descriptors in English Language Development

Interacting in Meaningful Ways

6. Reading/Viewing Closely

**Lifelong Language Learning:** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

**Bridging**

6. Reading/Viewing Closely: Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

**Exit:** Students can communicate effectively with various audiences on a wide range of familiar and new topics in a variety of disciplines enhancing their English language competencies in a broader range of contexts with occasional support as necessary. Students can read, with limited difficulty, a variety of grade-level and comprehend concrete and abstract topics recognizing subtleties in a variety of communicative settings.

**Enter:** Students are able to engage in complex academic activities with light linguistic support. Students can read increasingly complex texts at grade level and comprehend many abstract topics. Students can begin to recognize language subtleties in a variety of communicative settings.

**Expanding**

6. Reading/Viewing Closely: Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.

**Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students can read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print. Students can comprehend detailed information with fewer contextual clues on unfamiliar topics.

**Enter:** Students are able to engage in complex academic activities with moderate support. Students can read increasingly complex texts at grade level and comprehend many abstract topics. Students can begin to recognize language subtleties in a variety of communicative settings.

**Emerging**

6. Reading/Viewing Closely: Describe ideas, phenomena based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.

**Exit:** Students have basic English communication skills in social and academic contexts. They start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can read brief grade-appropriate text with simple sentences and mostly familiar vocabulary and comprehend a sequence of information on familiar topics.

**Enter:** Students are able to engage in complex academic activities with substantial support. Students can read a variety of grade-appropriate text with simple sentences. Students can comprehend frequently words and basic phrases in immediate physical surroundings.
**Integration of Knowledge and Ideas**

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
</tr>
<tr>
<td>3 Meets</td>
<td>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Identify basic similarities in and differences between two texts on the same topic.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>With prompting and support identify basic similarities in and differences between two texts on the same topic.</td>
</tr>
</tbody>
</table>

**Range of Reading and Level of Text Complexity:**

**RL.2.10 & RI.2.10.** Read and comprehend literature - stories, dramas, and poetry-, and informational texts- history, social studies, and science in the grades 2-3 text complexity band independently and proficiently with scaffolding as needed at the high end of the range.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds</td>
<td>Proficient (P)</td>
</tr>
<tr>
<td>Meets</td>
<td></td>
</tr>
<tr>
<td>Approaching</td>
<td>Needs more time to practice and develop (N)</td>
</tr>
</tbody>
</table>

**Reading Standards for Literature and Informational Text RL.2.10 & RI.2.10**

<table>
<thead>
<tr>
<th>Instructional Level Expectations for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
</tr>
<tr>
<td>F&amp;P J/K K</td>
</tr>
<tr>
<td>DRA 18,20,24 24</td>
</tr>
<tr>
<td>T2</td>
</tr>
<tr>
<td>F&amp;P K L</td>
</tr>
<tr>
<td>DRA 24 28</td>
</tr>
<tr>
<td>T3</td>
</tr>
<tr>
<td>F&amp;P L M</td>
</tr>
<tr>
<td>DRA 28 28</td>
</tr>
<tr>
<td>2nd Grade Lexile Range</td>
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<tr>
<td>450-650</td>
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</tbody>
</table>
### Writing Standards

**Text types**

**W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
</tr>
<tr>
<td></td>
<td>- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</td>
</tr>
<tr>
<td></td>
<td>- Provide reasons that support the opinion.</td>
</tr>
<tr>
<td></td>
<td>- Use linking words and phrases to connect opinion and reasons.</td>
</tr>
<tr>
<td></td>
<td>Provide a concluding statement or section.</td>
</tr>
<tr>
<td>3 Meets</td>
<td><strong>W.2.1</strong> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Write opinion pieces in which they introduce a topic or name the book they are writing about, state an opinion or preference about a topic or book, and supply a reason for the opinion.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <em>My favorite book is...</em>).</td>
</tr>
</tbody>
</table>

**W.2.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statements or section.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td></td>
<td>- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
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<tr>
<td></td>
<td>- Develop the topic with facts, definitions, and details.</td>
</tr>
<tr>
<td></td>
<td>- Use linking words and phrases to connect ideas within categories of information.</td>
</tr>
<tr>
<td></td>
<td>Provide a concluding statement or section.</td>
</tr>
<tr>
<td>3 Meets</td>
<td><strong>W.2.2.</strong> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statements or section.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
</tr>
</tbody>
</table>
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
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</tr>
</thead>
</table>
| **4 Exceeds**                | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response.  
- Use temporal words and phrases to signal event order.  
Provide a sense of closure. |
| **3 Meets**                  | **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| **2 Approaching**            | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| **1 Emerging**               | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
Speaking and Listening Standards

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Part I: Interacting in Meaningful Ways

1. Exchanging Information and Ideas: Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.
2. Offering Opinions: Offering and supporting opinions and negotiating with others in communicative exchanges.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description ELA: Speaking and Listening 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4  Exceeds</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td></td>
<td>• b. Build and expand on others’ talk in conversations by relating and comparing their comments to the remarks of others.</td>
</tr>
<tr>
<td></td>
<td>• c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
</tr>
<tr>
<td>3  Meets</td>
<td>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td></td>
<td>• b. Build on others’ talk in conversations by linking their comments to the remarks of others.</td>
</tr>
<tr>
<td></td>
<td>• C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</td>
</tr>
<tr>
<td>2  Approaching</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td></td>
<td>• b. Build on others’ talk in conversation by responding to the comments of others through multiple exchanges.</td>
</tr>
<tr>
<td></td>
<td>• c. Ask questions to clear up any confusion about the topics and texts under discussion.</td>
</tr>
<tr>
<td>1  Emerging</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td></td>
<td>• b. Continue a conversation through multiple exchanges.</td>
</tr>
<tr>
<td></td>
<td>• c. With prompting and support ask questions about the topic and text under discussion.</td>
</tr>
</tbody>
</table>

Proficiency Level Descriptors in English Language Development

Interacting in Meaningful Ways

1. Understanding text structure & 3. Offering Opinions

Lifelong Language Learning: Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

Bridging

1. Exchanging information and ideas: Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
3. Offering opinions: Offer opinions in conversations using and expanded set of learned phrases, and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.
   - Exit: Students can communicate effectively with various audiences on a wide range of familiar and new topics in a variety of disciplines enhancing their English language competencies in a broader range of contexts with occasional support as necessary.
   - Enter: Students are able to engage in complex academic activities with light linguistic support. Students can express increasingly complex needs, ideas, and opinions using extended, more elaborated discourse.

Expanding

1. Exchanging Information and Ideas:
Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
3. Offering Opinions: Offer opinions in conversations using an expanded set of learned phrases, as well as open responses in order to gain and/or hold the floor, elaborate on an idea, etc.
   - Exit: Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students can respond to questions using extended discourse.
   - Enter: Students are able to engage in complex academic activities with moderate support. Students can express a variety of personal needs, ideas, and opinion using short sentences.

Emerging

1. Exchanging information and ideas: Contribute to conversations and express ideas by asking and answering yes-no and w/h-questions and responding using gestures, words, and simple phrases.
3. Offering opinions: Offer opinions and ideas in conversations using a small set of learned phrases, as well as open responses in order to gain and/or hold the floor.
   - Exit: Students have basic English communication skills in social and academic contexts. Students start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can respond to questions on social and academic topics with phrases and short sentences.
   - Enter: Students are able to engage in complex academic activities with substantial support. Students can respond to questions on social and academic topics with gesture and words or short sentences.
**SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Corresponding ELD Standards**

**Part I: Interacting in Meaningful Ways**

5. **Listening actively:** Demonstrate active listening to read-aloud and oral presentations by asking and answering detailed questions with minimal prompting and light support.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description ELA: Speaking and Listening 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Determine the main idea and supporting details of a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td>3 Meets</td>
<td><strong>SL.2.2.</strong> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td>1 Emerging</td>
<td>With prompting and support ask and answer key details in a text read aloud or information presented orally or through other media.</td>
</tr>
</tbody>
</table>

**Proficiency Level Descriptors in English Language**

**Part I: Interacting in Meaningful Ways**

5. **Listening actively**

- **Lifelong Language Learning:** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

- **Bridging**
  5. **Listening actively:** Demonstrate active listening to read-aloud and oral presentations by asking and answering detailed questions with minimal prompting and light support.
    - **Exit:** Students can communicate effectively with various audiences on a wide range of familiar and new topics in a variety of disciplines enhancing their English language competencies in a broader range of contexts with occasional support as necessary.
    - **Enter:** Students are able to engage in complex academic activities with light linguistic support. Students can express increasingly complex needs, ideas, and opinions using extended, more elaborated discourse.

- **Expanding**
  5. **Listening actively:** Demonstrate active listening to read-aloud and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.
    - **Exit:** Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students can respond to questions using extended discourse.
    - **Enter:** Students are able to engage in complex academic activities with moderate support. Students can express a variety of personal needs, ideas, and opinion using short sentences.

- **Emerging**
  5. **Listening actively:** Demonstrate active listening of read-aloud and oral presentations by asking and answering basic questions with prompting and substantial support.
    - **Exit:** Students have basic English communication skills in social and academic contexts. Students start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can respond to questions on social and academic topics with phrases and short sentences.
    - **Enter:** Students are able to engage in complex academic activities with substantial support. Students can respond to questions on social and academic topics with gesture and words or short sentences.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audible in coherent sentences.

Corresponding ELD Standards

Part I: Interacting in Meaningful Ways

12. Selecting language resources: a) Retell text and recount experiences, using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

<table>
<thead>
<tr>
<th>Performance Level Indicators</th>
<th>Performance Description</th>
<th>ELA: Speaking and Listening 2.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds</td>
<td>Report and explain on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
<td></td>
</tr>
<tr>
<td>3 Meets</td>
<td>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audible in coherent sentences.</td>
<td></td>
</tr>
<tr>
<td>2 Approaching</td>
<td>Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</td>
<td></td>
</tr>
<tr>
<td>1 Emerging</td>
<td>Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</td>
<td></td>
</tr>
</tbody>
</table>

Proficiency Level Descriptors in English Language Development

Part I: Interacting in Meaningful Ways

12. Selecting language resources

Lifelong Language Learning: Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English. Students continue to build increasing depth and complexity in comprehending and communicating in English in a wide variety of contexts.

Bridging

12. Selecting language resources: a) Retell texts and recount experiences using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

Exit: Students can communicate effectively with various audiences on a wide range of familiar and new topics in a variety of disciplines enhancing their English language competencies in a broader range of contexts with occasional support as necessary.

Enter: Students are able to engage in complex academic activities with light linguistic support. Students can express increasingly complex needs, ideas, and opinions using extended, more elaborated discourse.

Expanding

12. Selecting language resources: a) Retell texts and recount experiences using complete sentences and key words. b) Use a growing number of general academic domain-specific words in order to add detail, create shades or meaning while speaking and writing.

Exit: Students can use English to learn and communicate about a range of topics and academic content in more complex, cognitively demanding situations. Students can respond to questions using extended discourse.

Enter: Students are able to engage in complex academic activities with moderate support. Students can express a variety of personal needs, ideas, and opinions using extended, more elaborated discourse.

Emerging

12. Selecting language resources: a) Retell texts and recount experiences, using key words. b) Use a select number of general academic and domain-specific words to add detail while speaking and writing.

Exit: Students have basic English communication skills in social and academic contexts. Students start to respond to more varied communication tasks using learned words and phrases with increasing ease. Students can respond to questions on social and academic topics with phrases and short sentences.

Enter: Students are able to engage in complex academic activities with substantial support. Students can respond to questions on social and academic topics with gesture and words or short sentences.
Student performance in the areas of Reading: Foundational Skills and Language will be recorded as “P” for proficient or “N” for needs more practice on the Standards Based Report Card.

**Reading Standards: Foundational Skills**

**RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

- **RF.2.3a.** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **RF.2.3b.** Know the spelling-sound correspondence for additional common vowel teams.
- **RF.2.3g.** Recognize and read grade appropriate irregularly spelled words (200 High Frequency Word Assessment Fountas & Pinnell).

**Language**

**L.2.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- **L.2.1c.** Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- **L.2.1d.** Use reflexive pronouns (e.g., *myself, ourselves*).
- **L.1.1e.** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.1.1f.** Use adjective and adverbs, and choose between them depending on what is to be modified.
- **L.1.1g.** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little Boy watched the movie; The action movie was watched by the little boy*).

**L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- **L.1.2a.** Capitalize holidays, product names, and geographic names.
- **L.1.2c.** Use an apostrophe to form contractions and frequently occurring possessives.
- **L.1.2d.** Generalize learned spelling patterns when writing words (e.g., *cage-badge; boy-boil*).

**L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that make me happy*).
Note that the math sections of the 2015-16 SBRC should be completed using the generic rubric provided below.

**MATH RUBRIC for 2015-16**

4 – **Meets standards at a high level** The student provides correct solutions and strategies. The student explains and justifies his/her thinking thoroughly and clearly. The student connects and applies the standards in complex ways.

3 – **Meets standards** The student provides mostly correct solutions and strategies with minor errors. The student explains and justifies his/her thinking. The student demonstrates mastery of the standards that were explicitly taught.

2 – **Approaching standards** The student demonstrates some correct thinking about solutions and strategies. Student explains their thinking but it may be hard to follow.

1 – **Minimal understanding** The student demonstrates some evidence of mathematical thinking, but shows little understanding. The student offers little explanation of his/her thinking or what is offered does not make sense.

0 – **No attempt** No evidence of attempting the task.
### Performance Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><em>Exceeds</em> In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</td>
</tr>
<tr>
<td>3</td>
<td><em>Meets</em> In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
<tr>
<td>2</td>
<td><em>Approaching</em> In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:</td>
</tr>
<tr>
<td>1</td>
<td><em>Below</em> Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE DESCRIPTION</th>
<th>SCORE KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Creates an oral presentation or written report tracing the history of a family through the use of primary and secondary sources, timelines or story boards, or digraphs.</td>
<td>4 – Exceeds</td>
</tr>
<tr>
<td>• Traces the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.</td>
<td>3 – Meets</td>
</tr>
<tr>
<td>• Compares and contrasts his/her daily lives with those of their parents, grandparents, and/or guardians.</td>
<td></td>
</tr>
<tr>
<td>• Places important events in his/her lives in the order in which they occurred (e.g. on a time line or storyboard.</td>
<td></td>
</tr>
<tr>
<td>• Explains that life today is similar and different than life in the past through the use of primary and secondary sources.</td>
<td>2 – Approaching</td>
</tr>
<tr>
<td>• Determines which events would be first and last in a time line or storyboard.</td>
<td></td>
</tr>
<tr>
<td>• Identifies the past and present using pictures.</td>
<td>1 – Below</td>
</tr>
</tbody>
</table>

SFUSD credits the Sunnyvale School District for its district rubrics.
### Performance Level: 4
**Exceeds**
- Creates a map with a simple letter-number grid system of the neighborhood or community.
- Constructs a simple map of North America using geographical symbols and labels the geographical and political features.

### Performance Level: 3
**Meets**
- Locates neighborhood and community locations and geographic features using a simple letter-number grid system.
- Labels from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges.
- Identifies essential map elements (title, legend, directional indicator, scale, and date).
- Compares and contrasts basic land use in urban, suburban, and rural environments in California.

### Performance Level: 2
**Approaching**
- Labels the countries and oceans of the North American continent.
- Describes features of urban, suburban, and rural environments using pictures.

### Performance Level: 1
**Below**
- Identifies the continent of North America.
- Identifies urban, suburban, and rural environments using pictures.

### Score Key

- **4 – Exceeds** In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:
- **3 – Meets** In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content:
- **2 – Approaching** In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:
- **1 – Below** Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content:

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SFUSD credits the Sunnyvale School District for its district rubrics.
**HISTORY/SOCIAL SCIENCE**

**Standard:** 2.3 – Understands the process of local and national governments.

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<thead>
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</thead>
</table>
| 4 Exceeds         | • Compares and contrasts different systems of government.  
                    • Explains reasons one system of government may be more effective than another. | 4 – **Exceeds** In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| 3 Meets           | • Explains how local and national governments make laws, carry out laws, determine whether laws have been violated and punish wrong doers.  
                    • Describes the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contracts, treaties, diplomacy, and military force. | 3 – **Meets** In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | • Identifies laws and the possible consequences of breaking those laws.  
                    • Identifies the ways in which groups and nations resolve problems. | 2 – **Approaching** In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| 1 Below           | • Recalls laws and consequences. | 1 – **Below** Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
### SOCIAL STUDIES Rubrics

#### 2ND GRADE

**HISTORY/SOCIAL SCIENCE**

**Standard:** 2.4 – Understands basic economic concepts and their individual roles in the economy.

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<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
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</thead>
<tbody>
<tr>
<td>4  Exceeds</td>
<td>• Draws conclusions and/or formulates an opinion about current economic events. [] (e.g. droughts, floods, gas prices)</td>
<td>4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught:</td>
</tr>
<tr>
<td>3  Meets</td>
<td>• Describes food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. • Explains the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. • Determines how limits on resources affect production and consumption (what to produce and what to consume)</td>
<td>3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulating the key concepts of the content:</td>
</tr>
<tr>
<td>2  Approaching</td>
<td>• Defines the roles of farmers, processors, distributors, weather, and land and water resources in food production. • Identifies the role of buyers and sellers of goods and services.</td>
<td>2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulating the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions:</td>
</tr>
<tr>
<td>1  Below</td>
<td>• Recognizes the roles of buyers and sellers of goods and services.</td>
<td>1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulating the key concepts of the content:</td>
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</table>
### HISTORY/SOCIAL SCIENCE

**Standard: 2.5**  
Understands how historical figures have made a difference.

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</table>
| 4 Exceeds         | • Critiques the actions and character of historical figures from long ago and the recent past. | **4 – Exceeds**  
In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| 3 Meets           | • Describes the importance of individual action and character.  
• Explains how historical figures from long ago and the recent past have made a difference in other’s lives.  
  [] (e.g. from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride) | **3 – Meets**  
In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | • Identifies and defines individual character traits.  
• Identifies historical figures from long ago and the recent past. | **2 – Approaching**  
In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| 1 Below           | • Recalls individual character traits.  
• Recalls historical figures. | **1 – Below**  
Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |

SFUSD credits the Sunnyvale School District for its district rubrics.
**PHYSICAL SCIENCE**
**Standard:** 1.0 – Understands how the motion of objects can be observed and measured.

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</table>
| 4 Exceeds         | • Predicts relative positions and motions of objects.  
                   • Compares and contrasts the positions and motions of objects.  
                   • Describes the position of an object in relation to other objects.  
                   • Describes how an object was moved (e.g. force, magnets, sound, gravity)  
                   • Recognizes the position of an object.  
                   • Recognizes that an object has been moved.  
                   • Understands that objects can be moved.  
<pre><code>               | 4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
</code></pre>
<p>| 3 Meets           |                          | 3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     |                          | 2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| 1 Below           |                          | 1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |</p>
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| 4 Exceeds         | • Creates a diagram of the life cycle of a plant.  
                   • Creates a diagram of the life cycle of an animal.  
                   • Compares and contrasts the life cycle of different plants.  
                   • Compares and contrasts the life cycles of different animals.  
                   In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught. |
| 3 Meets           | • Understands that organisms reproduce offspring of their own kind.  
                   • Describes the sequential stages of the life cycle of a plant and animal.  
                   • Understands there are factors that can affect the germination, growth, and development of plants (e.g. light, gravity, touch, environmental stress)  
                   In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | • Identifies the sequential stages of the life cycle of a plant and animal.  
                   There are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| 1 Below           | • Matches pictures of young organisms with their parent’s pictures.  
                   • Identifies the main parts of a plant (e.g. root, stem, leaf, flower)  
                   Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
**EARTH SCIENCE**

**Standard:** 3.0 – Understands that Earth is made of materials that have distinct properties and provide resources for humans.

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</table>
| **4** Exceeds     | - Compares and contrasts the layers of the earth.  
                    - Explains how metamorphic, sedimentary, igneous rocks are formed. | 4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3** Meets        | - Compares the physical properties of different kind of rocks.  
                    - Understands that rocks are composed of different kinds of minerals.  
                    - Explains that soils is made partly from weathered rock and partly from organic materials.  
                    - Understands that fossils provide evidence about the plants and animals that lived long ago.  
                    - Sites examples of how rocks, water, plants, and soil provide many resources that human use. | 3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| **2** Approaching  | - Describes the physical properties of a rock (e.g. color, harness, etc.)  
                    - Understands that fossils are from long ago.  
                    - Understands that rocks, water, plants, and soil provide many resources that human use. | 2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| **1** Below        | - Recalls that rocks are part of the Earth's crust. | 1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
### INVESTIGATION AND EXPERIMENTATION

**Standard:** 4.0 – Uses scientific methods to conduct investigations.

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</table>
| **4** Exceeds     | • Compares and contrasts results from multiple simple investigations.  
                    • Examines the results from a simple investigation and draws conclusions. | **4 – Exceeds** In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3** Meets        | • Constructs bar graphs to record data.  
                    • Writes or draws descriptions of a sequence of steps, events, and observations.  
                    • Predicts the outcome of a simple investigation based on observed patterns.  
                    • Compares and sorts common objects according to two or more physical attributes (e.g. color, shape, texture, size, weight)  
                    • Uses the correct metric tools to measure length, weight, temperature and liquid volume. | **3 – Meets** In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| **2** Approaching  | • Interprets data on bar graphs.  
                    • Sequences steps, events, and observations using pictures.  
                    • Predicts the outcome of a simple investigation using random guessing.  
                    • Sorts common objects. | **2 – Approaching** In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| **1** Below        | • Records observations.  
                    • Identifies data on bar graphs. | **1 – Below** Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
**Standard:** Demonstrates gross motor and movement skills.
(Specific standards for grade level in rubric below, use stage of progress for scoring on the report card.)

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</table>
| **4 Exceeds**      | • Sets personal goals for increasing gross motor and movement skills and consistently works toward these goals.  
• Successfully teaches others the target skills using appropriate explanation and instruction.  
• Demonstrates skills while engaged in a game or activity with others, as appropriate.  
• Jumps rope while rope is turned repeatedly.  
• Creates a routine that included two types of rolls (log, egg, shoulder, forward)  
• Skips, leaps, and jumps using proper form.  
• Travels at varying rates of speed, changing directions. | **4 – Exceeds** In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| **3 Meets**        | • Jumps rope with some stops and starts.  
• Can do two-three types of rolls with assistance.  
• Skips, leaps or jumps using proper form | **3 – Meets** In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| **2 Approaching**  | • Attempts to jump rope.  
• Attempts to change speed while traveling.  
• Begins to perform one-two rolls with assistance.  
• Attempts to skip, leap, and jump. | **2 – Approaching** In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes with major content errors or omissions: |
| **1 Below**        |                                                                                     | **1 – Below** Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
**Standard:** Demonstrates fine motor and manipulative skills.

(Specific standards for grade level in rubric below, use stage of progress for scoring on the report card.)

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</thead>
</table>
| 4 Exceeds         | - Sets personal goals for increasing fine motor and manipulative skills and consistently works toward these goals.  
                    - Successfully teaches others the target skills using appropriate explanation and instruction.  
                    - Demonstrates skills while engaged in a game or activity with others, as appropriate. | 4 – Exceeds In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| 3 Meets           | - Catches a gently thrown ball, below or above the waist.  
                    - Rolls and throws a ball for distance, using proper form.  
                    - Describes a ball using hands and feet, with control.  
                    - Strikes a ball with a bat from a tee or a cone, using correct grip and side orientation. | 3 – Meets In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | - Catches a gently thrown ball, below or above the waist.  
                    - Rolls or throws a ball, sometimes reaching target.  
                    - Kicks a slowly rolling ball.  
                    - Dribbles a ball using hands or feet while moving forward. | 2 – Approaching In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes. |
| 1 Below           | - Attempts to catch a ball.  
                    - Rolls, throws, and kicks a ball over short distant.  
                    - Dribbles a ball while stationary. | 1 – Below Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
### Standard: Demonstrates balance and coordination.

(Specific standards for grade level in rubric below, use stage of progress for scoring on the report card.)

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</table>
| 4 Exceeds         | • Demonstrates a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.  
                  | • Performs rhythmic sequences related to a simple folk dance or ribbon routine.  
                  | • Demonstrates smooth coordination of hands, feet and body while engaged in a game dance, and/or activity with others.  
                  | 4 – Exceeds  In addition to “Meets”, student demonstrates the use of inferences and applications that are in-depths or beyond what was taught: |
| 3 Meets           | • Demonstrates balance on the ground and on objects using bases of support other than both feet.  
                  | • Regains stationary balance position after doing a roll (log, egg, shoulder, forward)  
                  | • Demonstrates smooth coordination of hands and feet while skipping, leaping or jumping.  
                  | 3 – Meets  In addition to “Approaching”, students demonstrated consistent understanding of the simple and complex ideas and processes. There are no major errors or omissions when identifying and articulation the key concepts of the content: |
| 2 Approaching     | • Demonstrates balance on ground while skipping, leaping or jumping.  
                  | • Demonstrates balance on the ground and on object using one foot.  
                  | 2 – Approaching  In addition to “Below”, student demonstrates understanding of the simple ideas and process, there are no major errors or omissions when identifying and articulation the key concepts of the content. However, the student demonstrates little understanding of the more complex ideas and processes. There is some understanding of the ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |
| 1 Below           | • Demonstrates balance on the ground and on objects using both feet.  
                  | 1 – Below  Student demonstrated little understanding of the simpler ideas and processes and no understanding of the complex ideas and processes. There are major errors or omissions when identifying and articulation the key concepts of the content: |