



English Language Arts Grade 2

Assess and Reflect

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
AR2.1 I can use criteria to think about the texts I produce, and to tell my opinion about them, with the help of my teacher.	<ul style="list-style-type: none"> I can identify a few aspects that I like in a text or that I find effective, with support. I can reflect on the strategies I use in response to questions with extensive support. 	<ul style="list-style-type: none"> I can identify a few aspects that I like in a text or that I find effective. I can reflect on the strategies I use in response to questions and with prompting. 	<ul style="list-style-type: none"> I can explain what is effective and what I like in a text. I can reflect on the strategies I use in response to questions. 	<ul style="list-style-type: none"> I compare what is effective and what I like in a text with several texts. I can reflect on the strategies I use on my own.
Comments				
AR2.2 I can set goals after group discussions to become a better viewer, listener, reader, speaker and writer.	<ul style="list-style-type: none"> With direct help, I can sometimes participate in group discussions about what I do well, and how I could become a better viewer, listener, representer, speaker, and writer. I need help to set goals to improve. 	<ul style="list-style-type: none"> I sometimes participate in group discussions about what I do well, and how I could become a better viewer, listener, representer, speaker, and writer, but I need prompting. I can set goals to improve with prompting. 	<ul style="list-style-type: none"> I usually participate in group discussions about what I do well, and how I could become a better viewer, listener, representer, speaker, and writer when I am asked. I can work to set goals to improve when I am asked. 	<ul style="list-style-type: none"> I volunteer to participate in group discussions about what I do well, and how I could become a better viewer, listener, representer, speaker, and writer. I can set goals to improve on my own.
Comments				