

Rubrics – Year 2

Year 2 Rubric: Topic 1 – Fairness

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 5	English: Students interact with others*	purposefully uses appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play	effectively uses appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play	uses appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play	uses some appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play	unevenly uses some appropriate language features and interaction skills to listen to others when taking part in conversations and creating a role play
	HPE: Students demonstrate skills required to develop respectful relationships*	purposefully acts in positive ways to interact with peers when planning and performing a role play	effectively acts in positive ways to interact with peers when planning and performing a role play	acts in positive ways to interact with peers when planning and performing a role play	acts in positive ways with some teacher guidance to interact with peers when planning and performing a role play	with direction, acts in positive ways to interact with peers when planning and performing a role play
Activity 5 Activity 6	The Arts (Drama): Students pretend and imagine as they create roles and situations in improvised drama They perform their drama in informal settings	creates and performs a dramatic role play, with skilful and effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic role play, with effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic role play, with use of: <ul style="list-style-type: none"> • role • situation • focus 	with guidance, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> • role • situation • focus 	with direction, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> • role • situation • focus

*Denotes that observations of student performance may be required

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 6	HPE: Students describe how emotional responses affect their own and others' feelings	describes with elaboration the range of emotions experienced by characters in their unfair scenario and how it makes them feel	clearly describes the range of emotions experienced by characters in their unfair scenario and how it makes them feel	describes the emotions experienced by characters in their unfair scenario and how it makes them feel	with support, describes emotions experienced by characters in their unfair scenario and how it makes them feel	makes directed statements about the emotions experienced by characters in their unfair scenario and how it makes them feel
	English: Students share ideas, topic knowledge when they recount, inform or express an opinion, including details from learnt topics*	clearly and effectively shares ideas and topic knowledge when they express an opinion on the thoughts and feelings of characters in their role play including details from their learning about emotions and sharing	effectively shares ideas and topic knowledge when they express an opinion on the thoughts and feelings of characters in their role play including details from their learning about emotions and sharing	shares ideas and topic knowledge when they express an opinion on the thoughts and feelings of characters in their role play including details from their learning about emotions and sharing	uses some everyday language features and topic-specific vocabulary when sharing ideas about emotions and sharing	unevenly uses some everyday language features and topic-specific vocabulary when sharing ideas about emotions and sharing

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Year 2 Rubric: Topic 2 – Sharing is a choice

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 4	English: Students create written texts to inform, express an opinion and use topic-specific vocabulary	purposefully and effectively expresses opinions about their experiences of sharing using the language of emotion in informative written texts	effectively expresses opinions about their experiences of sharing using the language of emotion in informative written texts	expresses opinions about their experiences of sharing using the language of emotion in informative written texts	with support, expresses opinions about their experiences of sharing using the language of emotion in informative written texts	with direction, expresses opinions about their experiences of sharing using the language of emotion in informative written texts
	HPE: Students demonstrate personal and social skills to interact respectfully with others*	purposefully and consistently uses personal and social skills when working with peers to share resources	effectively uses personal and social skills when working with peers to share resources	uses personal and social skills when working with peers to share resources	with support, uses personal and social skills when working with peers to share resources	with direction and scaffolding, uses personal and social skills when working with peers to share resources
Activity 5	Mathematics: Students use mathematical modelling to solve practical additive and multiplicative problems representing the situation and choosing calculation strategies	fluently uses mathematical modelling and selects efficient calculation strategies to represent situations of fair and unfair sharing including with money and represents their solutions using number sentences for addition, multiplication and division	efficiently uses mathematical modelling and appropriate calculation strategies to represent fair and unfair sharing including with money and represents their solutions using number sentences for addition, multiplication	uses mathematical modelling and calculation strategies to represent fair and unfair sharing including with money and represents their solutions using number sentences for addition, multiplication	with guidance, uses mathematical modelling and calculation strategies to represent fair and unfair sharing including with money and represents their solutions using number sentences for addition, multiplication	with direction, uses mathematical modelling and calculation strategies to represent fair and unfair sharing including with money and represents their solutions using number sentences for addition, multiplication
Activity 6	Mathematics: Students use mathematical modelling to solve practical additive and multiplicative problems, including money	efficiently uses mathematical modelling and a range of calculation strategies to represent fair and unfair sharing including	associates collections of Australian notes and coins with their value and makes up a particular value using different combinations	associates a collection of Australian coins with their value and makes up the same value using a small range of notes and coins (\$5, \$2, \$1)	with guidance, associates a collection of Australian coins with their value and makes up the same value using the same notes and	with direction, associates a collection of Australian coins with their value and makes up the same value using the same notes and coins (one-to-

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	transactions, representing the situation and choosing calculation strategies	representing their solutions using number sentences for addition, multiplication and division			coins (one-to-one correspondence)	one correspondence)

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Year 2 Rubric: Topic 3 – A world with or without sharing

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	English: Students listen to and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events	actively listens to <i>A World Without Sharing</i> being read aloud and identifies and discusses in detail the connections between the text and their own personal experience	actively listens to <i>A World Without Sharing</i> being read aloud and identifies and discusses the connections between the text and their own personal experience	listens to <i>A World Without Sharing</i> being read aloud and identifies connections between the text and their own personal experiences	listens to <i>A World Without Sharing</i> being read aloud and with support, identifies simple connections between the text and their own personal experiences	listens to <i>A World Without Sharing</i> being read aloud and with direction, identifies simple connections between the text and their own personal experiences
Activity 5	HPE: Students describe how emotional responses affect their own and others' feelings	describes with elaboration the range of emotions they and others experience when there is no sharing	clearly describes the range of emotions they and others experience when there is no sharing	describes the emotions they and others experience when there is no sharing	with support, describes the emotions they and others experience when there is no sharing	makes directed statements about the emotions they and others experience when there is no sharing
Activity 5 Activity 8	English: Students create multimodal texts to inform and express opinions or adapt an idea	writes descriptive sentences to accompany images which purposefully adapt the ideas in <i>A World Without Sharing</i> and express their opinions in detail on how they would feel in a school without sharing	writes descriptive sentences to accompany images which effectively adapt the ideas in <i>A World Without Sharing</i> and comprehensively express their opinions on how they would feel in a school without sharing	writes descriptive sentences to accompany images which adapt the ideas in <i>A World Without Sharing</i> and express their opinions on how they would feel in a school without sharing	with guidance, writes descriptive sentences to accompany images which adapt the ideas in <i>A World Without Sharing</i> and express their opinions on how they would feel in a school without sharing	with direction, writes descriptive sentences to accompany images which adapt the ideas in <i>A World Without Sharing</i> and express their opinions on how they would feel in a school without sharing

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	English: Students use text structures to organise and link ideas for a purpose	purposefully and effectively connects their ideas in sentences: <i>I would feel _____ which might make you feel _____</i>	effectively connects their ideas in sentences: <i>I would feel _____ which might make you feel _____</i>	effectively connects their ideas in sentences: <i>I would feel _____ which might make you feel _____</i>	with support, effectively connects their ideas in sentences: <i>I would feel _____ which might make you feel _____</i>	with direction, effectively connects their ideas in sentences: <i>I would feel _____ which might make you feel _____</i>
	English: Students punctuate simple and compound sentences	consistently punctuates simple and compound sentences accurately and for effect	consistently punctuates simple and compound sentences accurately	punctuates simple and compound sentences	with guidance, punctuates simple and compound sentences	with direction, punctuates simple and compound sentences
	English: Students use topic-specific vocabulary	when writing, purposefully uses nouns and verbs they have encountered in their learning and words related to sharing, including those that describe emotions	when writing, effectively uses nouns and verbs they have encountered in their learning, including words to describe emotions	when writing, uses nouns and verbs they have encountered in their learning, including words to describe emotions	with support, uses nouns and verbs they have encountered in their learning, and simple words to describe emotions	with direction, uses familiar nouns and verbs, including simple words to describe emotions
	English: Students write words using consistently legible unjoined letters	purposefully writes words and sentences using consistently legible unjoined letters	writes words and sentences using consistently legible unjoined letters	writes words using consistently legible unjoined letters	writes words using unjoined letters but is not consistently legible	writes words using unjoined letters but is not legible

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	English: Students spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns	consistently and accurately spells words with: <ul style="list-style-type: none"> regular spelling patterns less common patterns using phonic and morphemic knowledge with less common long vowel patterns 	accurately spells words with: <ul style="list-style-type: none"> regular spelling patterns less common patterns using phonic and morphemic knowledge 	spells words with: <ul style="list-style-type: none"> regular spelling patterns less common patterns using phonic and morphemic knowledge 	spells some words with regular spelling patterns and demonstrates developing spelling of words with less common patterns	spells some words with regular spelling patterns and demonstrates emerging spelling of words with less common patterns

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Year 2 Rubric: Topic 4 – Rules and responsibilities in the classroom

Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	English: Students interact with others*	purposefully interacts in group and class discussions and taking turns when responding	effectively interacts in group and class discussions and taking turns when responding	interacts in group and class discussions and taking turns when responding	with guidance, interacts in group and class discussions and taking turns when responding	with direction, interacts in group and class discussions and taking turns when responding
	The Arts (Visual arts): Students experiment with visual conventions, visual arts processes and materials	skilfully and effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation	effectively applies the elements and processes of art to make an artwork that clearly expresses an idea or observation	applies the elements and processes of art to make an artwork that expresses an idea or observation	with support, applies aspects of the elements and processes of art to make a simple artwork that expresses an idea or observation	with direction, applies some aspects of the elements and processes of art to make a simple artwork that expresses an idea or observation
	The Arts (Visual arts): Students make and share artworks in informal settings	makes artworks and provides a clear and detailed description of their artwork	makes artworks and provides a detailed description of their artwork	makes artworks and describes the artwork they made	makes artworks and with prompting, describes the artwork they made	makes artworks and responds to questions about the artwork they made
Activity 3	English: Students create texts, drawing on their own experiences, their imagination and information they have learnt	purposefully creates an effective poster by drawing on their own experiences, their imagination and learned information on rules and responsibilities	creates an effective poster by drawing on their own experiences, their imagination and learned information on rules and responsibilities	creates a poster by drawing on their own experiences, their imagination and learned information on rules and responsibilities	with support, creates a poster inspired by their own experiences, imagination or learned information on rules and responsibility	with direction, creates a poster inspired by their own experiences, imagination or learned information on rules and responsibility

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Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	English: Students create multimodal texts to inform and express opinions or adapt an idea	writes descriptive sentences to accompany images which purposefully adapt the ideas in <i>A World Without Sharing</i> and express their opinions in detail on how they would feel in a classroom without rules	writes descriptive sentences to accompany images which effectively adapt the ideas in <i>A World Without Sharing</i> and comprehensively express their opinions on how they would feel in a classroom without rules	writes descriptive sentences to accompany images which adapt the ideas in <i>A World Without Sharing</i> and express their opinions on how they would feel in a classroom without rules	with guidance, writes descriptive sentences to accompany images which adapt the ideas in <i>A World Without Sharing</i> and express their opinions on how they would feel in a classroom without rules	with direction, writes descriptive sentences to accompany images which adapt the ideas in <i>A World Without Sharing</i> and express their opinions on how they would feel in a classroom without rules
	English: Students create texts that show how images support the meaning of the text	creates a poster that creatively and purposefully uses images and text to communicate meaning and messages	creates a poster that effectively uses images and text to communicate meaning and messages	creates a poster that uses images and text to communicate meaning	with guidance, creates a poster that uses images and words or phrases to communicate meaning	with direction, creates a poster that uses images and words or phrases to communicate meaning
	English: Students use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words	clearly and effectively reads unfamiliar and high-frequency words using phonic and morphemic knowledge and grammatical patterns	effectively reads unfamiliar and most high-frequency words using phonic and morphemic knowledge and grammatical patterns	reads unfamiliar and most high-frequency words using phonic and morphemic knowledge and grammatical patterns	with support, reads unfamiliar and most high-frequency words using phonic and morphemic knowledge and grammatical patterns	with direction, reads unfamiliar and most high-frequency words using phonic and morphemic knowledge and grammatical patterns
	English: Students use punctuation for phrasing and fluency	clearly and effectively reads short texts aloud with phrasing and fluency	clearly reads short texts aloud with phrasing and fluency	reads short texts aloud with developing phrasing and fluency	with guidance, reads short texts aloud with some phrasing and fluency	with direction, reads short texts aloud

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Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3 Activity 6	HPE: Students apply strategies to keep themselves and others safe	describes in detail how rule following in a range of contexts keeps themselves and others safe	describes how rule following in different contexts keeps themselves and others safe	describes how rule following keeps themselves and others safe	with support, describes how following a rule keeps themselves and others safe	with direction, describes how following a rule keeps themselves and others safe
Activity 6 Activity 7	The Arts (Drama): Students pretend and imagine as they create roles and situations in improvised drama They perform their drama in informal settings	creates and performs a dramatic role play, with skilful and effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic role play, with effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic role play, with use of: <ul style="list-style-type: none"> • role • situation • focus 	with guidance, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> • role • situation • focus 	with direction, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> • role • situation • focus

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Year 2 Rubric: Topic 5 – Spending and saving for needs and wants

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	Mathematics: Students use mathematical modelling to solve practical additive and multiplicative problems, including money transactions	efficiently uses skip counting to solve simple money problems involving whole dollar amounts with addition and multiplication (e.g. how much money did our class collect?) and justify the calculation choice	efficiently uses skip counting to solve simple money problems involving whole dollar amounts with addition and multiplication e.g. how much money did our class collect?)	uses skip counting to solve simple money problems involving whole dollar amounts with addition and multiplication (e.g. how much money did our class collect?)	with support, uses skip counting to solve simple money problems involving whole dollar amounts with addition and multiplication (e.g. how much money did our class collect?)	with direction, uses skip counting to solve simple money problems involving whole dollar amounts with addition and multiplication (e.g. how much money did our class collect?)
Activity 7	Mathematics: Students describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern	continues number patterns that increase and decrease by a constant amount, fluently and accurately identifies the missing numbers and effectively explains the pattern	continues number patterns that increase and decrease by a constant amount, accurately identifies the missing numbers and effectively describes the pattern	continues number patterns that increase and decrease by a constant amount, identifies the missing numbers and describes the pattern	with support, continues number patterns that increase and decrease by a constant amount, identifies the missing numbers and describes the pattern	with direction, continues number patterns that increase and decrease by a constant amount, identifies the missing numbers and describes the pattern
	Mathematics: Students use a range of methods to collect, record, represent and interpret categorical data in response to questions	effectively and efficiently: <ul style="list-style-type: none"> • collects and records data to determine the most popular use of money in the class • represents results using money symbols, • uses skip counting to determine the frequency of responses • interprets results using a number sentence 	effectively: <ul style="list-style-type: none"> • collects and records data to determine the most popular use of money in the class • represents results using money symbols, • uses skip counting to determine the frequency of responses • interprets results using a number 	<ul style="list-style-type: none"> • collects and records data to determine the most popular use of money in the class • represents results using money symbols, • uses skip counting to determine the frequency of responses • interprets results using a number sentence 	with support: <ul style="list-style-type: none"> • collects and records data to determine the most popular use of money in the class • represents results using money symbols, • uses skip counting to determine the frequency of responses • interprets results using a number 	with direction: <ul style="list-style-type: none"> • collects and records data to determine the most popular use of money in the class • represents results using money symbols, • uses skip counting to determine the frequency of responses • interprets results using a number

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
			sentence		sentence	sentence
	HASS: Students collect, sort and record related information and data from observations	uses effective strategies to correctly tally and sort the preferences of every student in the class	correctly tallies and sorts the preferences of every student in the class	tallies the preferences of every student in the class	collects data on the preferences of peers	with direction, collects data on the preferences of peers
	HASS: Students interpret data, and use interpretations to draw conclusions	interprets data from a simple survey to draw and justify conclusions about class saving or spending preferences	interprets data from a simple survey to draw and explain conclusions about class saving or spending preferences	interprets data from a simple survey to draw conclusions about class saving or spending preferences	interprets data from a simple survey by tallying class saving or spending preferences	with support, interprets data from a simple survey by tallying class saving or spending preferences

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Year 2 Rubric: Topic 6 – How I contribute to my community

Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 1	Mathematics: Students move position by following directions *	immediately moves puzzle pieces into the correct space when given directions	follows directions of location to place puzzle pieces in the correct position Immediately moves puzzle pieces into the correct space when given directions	follows directions of location to place puzzle pieces in the correct position	with support, follows directions of location to place puzzle pieces in the correct position	with direction, follows directions of location to place puzzle pieces in the correct position
Activity 2	English: Students interact with others*	purposefully uses a variety of strategies to engage in group and class discussions about behaviours	effectively uses a variety of strategies to engage in group and class discussions about behaviours	uses a variety of strategies to engage in group and class discussions about behaviours	with guidance, uses strategies to engage in group and class discussions about behaviours	with teacher direction, uses simple strategies to engage in group and class discussions about behaviour
	HPE: Students demonstrate skills and strategies required to develop respectful relationships*	purposefully acts in positive ways to interact with peers when planning and performing a freeze frame	effectively acts in positive ways to interact with peers when planning and performing a freeze frame	acts in positive ways to interact with peers when planning and performing a freeze frame	acts in positive ways with some teacher guidance to interact with peers when planning and performing a freeze frame	with direction, acts in positive ways to interact with peers when planning and performing a freeze frame
	The Arts (Drama): Students pretend and imagine as they create roles and situations in improvised drama They perform their drama in informal settings	creates and performs a dramatic role play, with skilful and effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic role play, with effective use of: <ul style="list-style-type: none"> • role • situation • focus 	creates and performs a dramatic role play, with use of: <ul style="list-style-type: none"> • role • situation • focus 	with guidance, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> • role • situation • focus 	with direction, creates and performs a dramatic role play using aspects of: <ul style="list-style-type: none"> • role • situation • focus

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Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	English: Students create multimodal texts to inform and express opinions	writes descriptive sentences to accompany images which purposefully elaborate on the actions, thoughts and feelings of characters in different scenarios	writes descriptive sentences to accompany images which purposefully elaborate on the actions, thoughts and feelings of characters in different scenarios	writes descriptive sentences to accompany images which purposefully elaborate on the actions, thoughts and feelings of characters in different scenarios	writes descriptive sentences to accompany images which purposefully elaborate on the actions, thoughts and feelings of characters in different scenarios	writes descriptive sentences to accompany images which purposefully elaborate on the actions, thoughts and feelings of characters in different scenarios
	English: Students punctuate simple and compound sentences	consistently punctuates simple and compound sentences accurately and for effect	consistently punctuates simple and compound sentences accurately	punctuates simple and compound sentences	with guidance, punctuates simple and compound sentences	with direction, punctuates simple and compound sentences
	English: Students use topic-specific vocabulary	when writing, purposefully uses nouns and verbs they have encountered in their learning and words related to sharing, including those that describe emotions	when writing, effectively uses nouns and verbs they have encountered in their learning, including words to describe emotions	when writing, uses nouns and verbs they have encountered in their learning, including words to describe emotions	with support, uses nouns and verbs they have encountered in their learning, and simple words to describe emotions	with direction, uses familiar nouns and verbs, including simple words to describe emotions
	English: Students write words using consistently legible unjoined letters	purposefully writes words and sentences using consistently legible unjoined letters	writes words and sentences using consistently legible unjoined letters	writes words using consistently legible unjoined letters	writes words using unjoined letters but is not consistently legible	writes words using unjoined letters but is not legible
	English: Students spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common	consistently and accurately spells words with: <ul style="list-style-type: none"> regular spelling patterns less common 	accurately spells words with: <ul style="list-style-type: none"> regular spelling patterns less common 	spells words with: <ul style="list-style-type: none"> regular spelling patterns less common patterns using phonic and 	spells some words with regular spelling patterns and demonstrates developing spelling of words with less common patterns	spells some words with regular spelling patterns and demonstrates emerging spelling of words with less common patterns

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Assessable activities	Achievement Standard and General Capability	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	patterns	patterns using phonic and morphemic knowledge less common long vowel patterns	patterns using phonic and morphemic knowledge	morphemic knowledge		
	HPE: Students describe how emotional responses affect their own and others' feelings	describes with elaboration the range of emotions they and others experience when there is no sharing	clearly describes the range of emotions they and others experience when there is no sharing	describes the emotions they and others experience when there is no sharing	with support, describes the emotions they and others experience when there is no sharing	makes directed statements about the emotions they and others experience when there is no sharing
Activity 4	English: Students use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words	clearly and effectively reads unfamiliar and high-frequency words using phonic and morphemic knowledge and grammatical patterns	effectively reads unfamiliar and most high-frequency words using phonic and morphemic knowledge and grammatical patterns	reads unfamiliar and most high-frequency words using phonic and morphemic knowledge and grammatical patterns	with support, reads unfamiliar and most high-frequency words using phonic and morphemic knowledge and grammatical patterns	with direction, reads unfamiliar and most high-frequency words using phonic and morphemic knowledge and grammatical patterns
	English: Students use punctuation for phrasing and fluency	clearly and effectively reads short texts aloud with phrasing and fluency	clearly reads short texts aloud with phrasing and fluency	reads short texts aloud with developing phrasing and fluency	with guidance, reads short texts aloud with some phrasing and fluency	with direction, reads short texts aloud

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