

2011-2012 Language Arts Benchmark Assessments for Grade 2

The Language Arts Benchmark provides teachers with valuable information on the reading and writing development of each student that helps them make informed instructional decisions to facilitate literacy growth. A variety of assessments are used to assess students' progress at different times of the year on the acquisition of the Texas Essential Knowledge and Skills (TEKS) learning standards for Grade 2.

Literacy Assessment	Beginning-of-Year (9/12 - 9/23)	Mid-Year (12/1 - 12/13)	End-of-Year (5/1 – 5/11)
Reading	District Standard	District Standard	District Standard
Independent Reading Level	16 / I	20 / K	28 / M
Comprehension	Not Assessed	11 of 15	18 of 25
High Frequency Words	68 of 75	90 of 100	90 of 100
ISIP Overall Score	Tier 2 of 3	Tier 2 of 3	Tier 2 of 3
Meets Reading Standards	2 of 3	2 of 3	3 of 4
Language	District Standard	District Standard	District Standard
Written Composition	2 of 4	2 of 4	2 of 4
Written Conventions	2 of 3	2 of 3	Not Assessed
Revising and Editing	Not Assessed	Not Assessed	7 of 10
Meets Language Standards	2 of 2	2 of 2	2 of 2

- **Independent Reading Level (IRL):** The IRL is assessed using either the Development Reading Assessment (numeric levels A-44) or the Fountas and Pinnell Benchmark Assessment System (alphabetic levels A-Z). Students read a leveled text while the teacher records the way the story is read to determine a child's accuracy (number of words pronounced correctly), fluency (expression, pacing, intonation, and attention to punctuation), and comprehension.
- **Comprehension:** Students read fiction and nonfiction passages silently and independently. Students answer a variety of multiple-choice comprehension questions to reflect their understanding of the ideas found in the texts.
- **High Frequency Words:** Students must read high frequency word flash cards within 2 seconds to demonstrate mastery. Quick recognition of these words is critical in the development of more advanced reading processes. The high frequency words are based on Dr. Edward Fry's research of the most commonly used words in English.
- **ISIP:** I-Station's Indicators of Progress, is a required early literacy assessment composed of short tests that determine a student's overall reading ability. The computer-based assessment measures grade 2 students in the areas of vocabulary, comprehension, spelling, and text fluency. For additional information about ISIP, go to www.istation.com.
- **Written Composition:** At BOY and MOY, students write a composition on a self-selected topic based upon the current grade-level unit of study. At EOY, students write a composition in response to an open-ended prompt. The writing is scored using the 4-point, holistic Grade 2 Writing Rubric that evaluates the paper's focus and coherence, organization, development of ideas, voice, and conventions.

- **Written Conventions:** At BOY and MOY, students' use of correct grammar, punctuation, capitalization, and spelling is assessed in their writing sample. A 3-point, holistic rubric evaluates the skill development in these areas based upon the grade-level TEKS.
- **Revising and Editing:** At EOY, students read student drafts and determine whether the composition can be improved by revising sentences, ideas, and organization. They also edit errors in punctuation, capitalization, spelling, and grammar usage.