**Grade 2 Viewing Rubric**

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| **Score** | **Teacher Rubric** | **Teacher-Friendly**  | **Student-Friendly** |
| **5** | **Has a significant understanding and recall of what one views and provides insightful interpretations with evidence to support responses.** | **Views** and explains independently the **key literal** and inferential ideas, **important details** (with support from the text), and how **elements** (such as colour, layout, medium, and special fonts) enhance and add meaning to fictional and informational texts. | **I can …** |
| **4** | **Has a good understanding and recall of what one views. Provides adequate interpretations and gives reasonable evidence to support responses.**  | **Views** and explains (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance and add meaning to fictional and informational texts.  |  |
| **3** | **Comprehends the basic ideas and understands most of what one views. Gives some interpretation and provides some evidence to support it.**  | **Views** and explains, with prompting, some of the key literal ideas (messages), important details, and some elements (such as colour, layout, medium, and special fonts) that enhance and add meaning to texts.  |  |
| **2** | **Understands some of what one views, and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.**  | **Views** and identifies, with teacher modelling and prompting, a few of the key literal ideas (messages), some of the details, and some elements (such as colour, illustrations, and special fonts) that enhance and add meaning to fictional and informational texts.  |  |
| **1** | **Understands little of what one views, and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.**  |  |  |