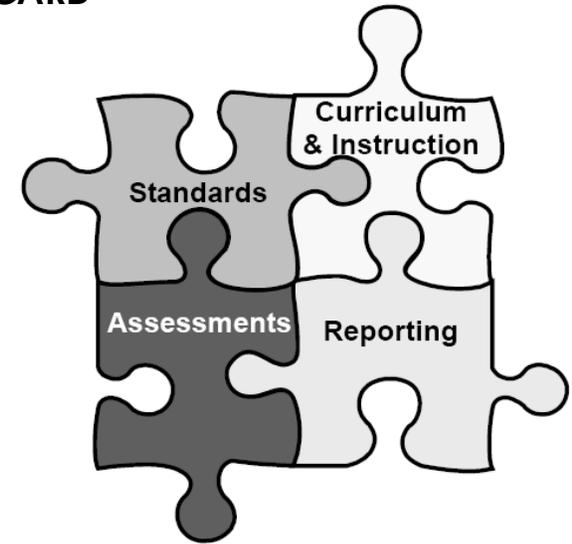


2nd GRADE TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. A description of what a student should know and be able to do at a given grade level
2. A curriculum framework and/or roadmap a teacher uses to ensure that they teach to the standards
3. Assessments a teacher uses to measure the extent to which a student has met the standards
4. A reporting tool (report card) which communicates accurately a student's progress towards meeting standards at their given grade level throughout the school year



Definitions of Proficiency Levels

There are four reporting periods in which students are evaluated based on their progress toward grade-level standards. Proficiency levels are broadly defined as follows:

4- Exceeds Expectations

- Student demonstrates a deeper understanding of grade-level standards
- Student independently exceeds grade-level standards

3- Meets the Expectations

- Student demonstrates knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade-level standards

2- Approaches the Expectations

- Student demonstrates a partial understanding of knowledge and skills expected at this grade level
- Student is approaching the standards, however the skills are not yet mastered
- Student needs support to demonstrate the knowledge and skills expected at this grade level

1- Does Not Meet the Expectations

- Student does not demonstrate the knowledge or skills expected at this grade level
- Student is working below grade level
- Student requires continued support

A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher can collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence provide documentation of a student's progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
English Language Arts						
PALS	X					
DRA2	X	X	X	X	X	
ACHIEVE 3000 (3-10)				X	X	X
STAR Early Literacy/Reading Enterprise (K-12)	X	X	X	X	X	X
Lexia (K-12)	X	X	X	X	X	X
Accelerated Reader (1-4, 9-12)		X	X	X	X	X
Writing-Published Pieces (K-12)	X	X	X	X	X	X
Independent Reading Logs	X	X	X	X	X	X
Anecdotal Records (i.e. conferring notes, small-group instruction, text-based discussions)	X	X	X	X	X	X
Engage CF Unit Assessments (3-8)				X	X	X
Mathematics						
STAR Math Enterprise/Early Literacy (K-12)	X	X	X	X	X	X
Engage CF Math	X	X	X	X	X	
Program Assessments	X	X	X	X	X	X

COMMON CORE STATE STANDARDS For ENGLISH LANGUAGE ARTS

While the standards delineate specific expectations in reading, writing, speaking, listening and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

Reading Standards for Literature Grade 2 (RL)

Key Ideas and Details

Report Card Language: Comprehends grade-level literary text with supporting evidence

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

Report Card Language: Comprehends grade-level literary text with supporting evidence

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

Report Card Language: Comprehends grade-level literary text with supporting evidence

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

Report Card Language: Comprehends grade-level literary text with supporting evidence

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(Quarter 4- End of Year)**

Reading Standards for Informational Text Grade 2 (RI)

Key Ideas and Details

Report Card Language: Comprehends grade-level informational text with supporting evidence

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

Report Card Language: Comprehends grade-level informational text with supporting evidence

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

Report Card Language: Comprehends grade-level informational text with supporting evidence

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

Report Card Language: Comprehends grade-level informational text with supporting evidence

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(Quarter 4- End of Year)**

Reading Standards: Foundational Skills Grade 2 (RF)

Phonics and Word Recognition

Report Card Language: Reads grade-level high frequency words accurately

3. Know and apply grade-level phonics and word analysis skills in decoding words.

Report Card Language: Knows and applies grade-level phonics and word analysis skills to decode words

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

Report Card Language: Reads grade-level text accurately and fluently to support comprehension

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards Grade 2 (W)

Text Types and Purposes

Report Card Language: Writes for a specific purpose/text type using appropriate evidence, sequence, details and closure

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

Production and Distribution of Writing

Report Card Language: Strengthens writing by focusing on a topic, revising and editing

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

Report Card Language: Participates in shared research and writing projects from provided sources to build knowledge on a single topic

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. Recall information from experiences or gather information from provided sources to answer a question.

Language Standards Grade 2 (L)

Conventions of Standard English

Report Card Language: Applies grade-level grammar when writing

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - c. Use reflexive pronouns (e.g., *myself, ourselves*).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. 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*).

Report Card Language: Applies grade-level spelling, punctuation and capitalization when writing

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

Report Card Language: Acquires and uses grade-level vocabulary

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

Report Card Language: Acquires and uses grade-level vocabulary

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
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 makes me happy*).

Speaking and Listening Standards Grade 2 (SL)

Comprehension and Collaboration

Report Card Language: Expresses ideas clearly

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Report Card Language: Asks and answers questions appropriate to task and situation

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

Report Card Language: Produces complete sentences when appropriate to task and situation

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3)

Common Core State Standards ELA link:

http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf

COMMON CORE STATE STANDARDS For MATHEMATICS

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Operations and Algebraic Thinking (2.OA)

Represent and solve problems involving addition and subtraction

Report Card Language: Represents and solves problems using addition and subtraction

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹ (See Table 1 below)

Add and subtract within 20

Report Card Language: Adds and subtracts within 20

2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental strategies at the CCSS link below)

Work with equal groups of objects to gain foundations for multiplication

Report Card Language: Works with equal groups of objects to gain foundations for multiplication

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten (2.NBT)

Understand place value

Report Card Language: Understands place value

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract

Report Card Language: Uses place value understanding and properties of operations to add and subtract

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects)

Measurement and Data (2.MD)

Measure and estimate lengths in standard units

Report Card Language: Measures and estimates lengths in standard units

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length

Report Card Language: Relates addition and subtraction to length

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money

Report Card Language: Works with time and money

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data

Report Card Language: Represents and interprets data

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (see Table 1 below)

Geometry (2.G)

Reason with shapes and their attributes

Report Card Language: Reasons with shapes and their attributes

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Mathematics | Standards for Mathematical Practice

Mathematical Practices (As stated in the CCSS and Report Card)	Mathematical Practices (Student Friendly Language)
Makes sense of problems and perseveres in solving them	I solve problems without giving up
Reasons abstractly and quantitatively	I know how to think about words and numbers to solve problems
Constructs viable arguments and critiques the reasoning of others	I explain my thinking and ask questions to understand other people's thinking
Models with mathematics	I use math models (diagram, graph, table etc.) to show my work and solve problems in many ways
Uses appropriate tools strategically	I choose the correct math tools and explain why I used them
Attends to precision	I am careful about what I write and say so my ideas about math are clear
Looks for and makes use of structure	I use what I know to solve new problems
Looks for and expresses regularity in repeated reasoning	I look for rules and patterns to help me solve problems

Common Core State Standards Math link:

http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf

Table 1 Referenced Above

TABLE 1. Common addition and subtraction situations.⁶

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown ¹
Put Together/ Take Apart²	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5$, $5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5$, $5 = 5 + 0$ $5 = 1 + 4$, $5 = 4 + 1$ $5 = 2 + 3$, $5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare³	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5$, $5 - 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?$, $3 + 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?$, $? + 3 = 5$

¹These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.

²Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

³For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

Science

Technology

Please review the ELA Reading and Writing Standards that incorporate technology assessment below.

ELA Writing Standards Incorporating Technology

Report Card Language: Demonstrates understanding of basic technology operations and concepts

Writing (W)

Production and Distribution of Writing

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Progress Monitoring Boxes

This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, ELL progress insert, behavior reports, homework monitoring etc.

Work Habits and Behaviors

Research recommends that grades should not be based on behavior and other non-academic factors, but only on students' mastery of the material in a given subject. Standards based grading is focused on what students know and can do, and not on other factors. Therefore, a student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.

Teacher Comments

If additional space is needed for comments please attach teacher comment sheet to the report card.

Frequently Asked Questions

Why can't students receive an average for each subject like an A or a B?

A standards-based report card rubric (4, 3, 2, 1) measures student achievement criteria for academic performance in content area standards. Letter grades do not reflect student performance towards state and district standards. Letter grades focus on what students "do" vs. what students "know".

Are students with disabilities (SWD) held to "grade-level" standards on the report card?

Yes. The Individual with Disabilities Education Act (IDEA) requires each state, school district, and school to hold ALL students to grade-level standards. Students with Individualized Education Programs (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards. For some students with IEPs, accommodations are necessary to meet grade level standards. If accommodations do not sufficiently support the student in meeting grade level standards, modifications to the standards may be required. The IEP team must make and document these grading decisions regarding what content areas, if any, require modifications of the grade level standards.

How was the language in the report card determined?

The language from the report card was meant to mirror the Common Core State Standards. As educators we are planning based on the standards and therefore need to make sure we are in fact monitoring what it is we are teaching.

What about intervention programs?

If a student receives a particular intervention the teacher may choose to write that intervention in the progress monitoring section with feedback to the

parents/guardians.

Is there an opportunity to use N/A in a quarter when something may not be the focus?

N/A is an option in the grading key. Teachers should place an N/A when a particular standard is not addressed in that quarter.

Why isn't effort and behavior included in Content or Specialist areas?

Work habits and behaviors are intentionally kept separate. When using standards based report cards we are measuring what students know. Behavior and effort are separate because they are habits of mind. A child can have excellent behavior but they may not be proficient in a standard.

Why isn't homework or classwork on the report card?

Homework/classwork is represented as "hands in assignments on time" in the work habits and behaviors section.

Homework:

Definition: Homework is an out-of-class assignment to support learning in which most – if not all – work is completed outside the classroom.

Purpose:

The purpose of homework is to support learning in one of four ways:

- 1. Preparation:** Provides background information which allows students to gather/organize information before a lesson/instruction;
- 2. Checking for Understanding:** Provides students and teachers the opportunity to assess students' grasp of newly acquired learning;
- 3. Practice:** Reinforces acquired knowledge and skills;
- 4. Extension of Learning:** Provides the pursuit of further knowledge and/or higher level cognitive applications, or a comprehensive assignment in which students have been provided current instruction and should be completed at home.

Why are Mathematical Practices graded separately?

The practices are focused on how students engage in the mathematics.

Why are we grading the Scientist Notebook?

Scientists notebooks are expected to be used to help students develop, practice, and refine their science understanding, while also enhancing reading, writing, mathematics and communications. Therefore, it is graded as an essential component of demonstrating proficiency in science.

Why doesn't social studies have its own section on the report card?

Social studies is integrative by nature. Powerful social studies teaching crosses disciplinary boundaries to address topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action. When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.

Effective practice does not limit social studies to one specified period or time of day. Rather, elementary teachers can help children develop social studies knowledge throughout the day and across the curriculum. Children's everyday activities and routines can be used to introduce and develop important civic ideas. Integrating social studies throughout the day eases competition for time in an increasingly crowded curriculum. With a strong interdisciplinary curriculum, teachers find ways to promote children's competence in social sciences, literacy, mathematics, and other subjects within integrated learning experiences. Learning experiences reach across subject-matter boundaries, e.g., integrating history and geography as well as civics and language arts.

PROVIDENCE SCHOOL DEPARTMENT GRADE 02 – Report Card				
Q1=Quarter 1; Q2=Quarter 2; Q3=Quarter 3; Q4=Quarter 4				
Student Name:				
Teacher:				
Year:		Student ID#:		
School:				
ATTENDANCE	Q1	Q2	Q3	Q4
Absent				
Tardy				
Dismissals				

English Language Arts				
Reading	Q1	Q2	Q3	Q4
Current Reading Level (BL-Below Level, OL- On Level, AL- Above Level)				
Comprehends grade-level literary text with supporting evidence	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10			
Comprehends grade-level informational text with supporting evidence	RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10			
Foundational Skills	Q1	Q2	Q3	Q4
Reads grade-level high frequency words accurately	RF.2.3			
Knows and applies grade-level phonics and word analysis skills to decode words	RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f			
Reads grade-level text accurately and fluently to support comprehension	RF.2.4a, RF.2.4b, RF.2.4c			
Writing	Q1	Q2	Q3	Q4
Writes for a specific purpose/text type using appropriate evidence, sequence, details and closure	W.2.1, W.2.2, W.2.3			
Strengthens writing by focusing on a topic, revising and editing	W.2.5, W.2.6			
Research to Build and Present Knowledge	Q1	Q2	Q3	Q4
Participates in shared research and writing projects from provided sources to build knowledge on a single topic	W.2.7, W.2.8			
Language	Q1	Q2	Q3	Q4
Acquires and uses grade-level vocabulary	L.2.3, L.2.4a, L.2.4b, L.2.4c, L.2.4d, L.2.4e, L.2.5a, L.2.5b, L.2.6			
Applies grade-level grammar when writing	L.2.1a, L.2.1b, L.2.1c, L.2.1d, L.2.1e, L.2.1f			
Applies grade-level spelling, punctuation and capitalization when writing	L.2.2a, L.2.2b, L.2.2c, L.2.2d, L.2.2e			
Speaking / Listening	Q1	Q2	Q3	Q4
Asks and answers questions appropriate to task and situation	SL.2.1, SL.2.3			
Expresses ideas clearly	SL.2.1, SL.2.2			
Produces complete sentences when appropriate to task and situation	SL.2.6			

Evaluation Key
4 – Exceeds the Standard
3 – Meets the Standard
2 – Approaches the Standard
1 – Does Not Meet the Standard
N/A – Not Assessed at this Time

For SY _____
Student will be:
Promoted <input type="checkbox"/>
Retained <input type="checkbox"/>

Mathematics				
Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Represents and solves problems using addition and subtraction	2.OA.1			
Adds and subtracts within 20	2.OA.2			
Works with equal groups of objects to gain foundations for multiplication	2.OA.3, 2.OA.4			
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
Understands place value	2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4			
Uses place value understanding and properties of operations to add and subtract	2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9			
Measurement and Data	Q1	Q2	Q3	Q4
Measures and estimates length in standard units	2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4			
Relates addition and subtraction to length	2.MD.5, 2.MD.6			
Works with time and money	2.MD.7, 2.MD.8			
Represents and interprets data	2.MD.9, 2.MD.10			
Geometry	Q1	Q2	Q3	Q4
Reasons with shapes and their attributes	2.G.1, 2.G.2, 2.G.3			
Mathematical Practices	Q1	Q2	Q3	Q4
Makes sense of problems and perseveres in solving them	See the Standards for Mathematical Practice above or within the CCSS using the URL below: http://www.corestandards.org/wp-content/uploads/Math_5_tandards			
Reasons abstractly and quantitatively				
Constructs viable arguments and critiques the reasoning of others				
Models with mathematics				
Uses appropriate tools strategically				
Attends to precision				
Looks for and makes use of structure				
Look for and expresses regularity in repeated reasoning				

Science	Q1	Q2	Q3	Q4
Gathers, observes, and analyzes data using content area and academic vocabulary	http://www.1.providenceschools.org/curriculum/sciences			
Draws conclusions based on relevant information and evidence				
Uses appropriate tools strategically				
Demonstrates effective use of the scientist notebook				
Technology	Q1	Q2	Q3	Q4
Demonstrates understanding of basic technology operations and concepts	W.2.6, L.2.4			
Library & Media Science	Q1	Q2	Q3	Q4
Demonstrates application of library media skills	http://www.ala.org/aas/sites/ala.org/aas/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf			
Art	Q1	Q2	Q3	Q4
Demonstrates knowledge and application of art concepts	http://www.1.providenceschools.org/curriculum/fine-arts			
Demonstrates knowledge and skill of media, tools, techniques and processes				
Music	Q1	Q2	Q3	Q4
Demonstrates knowledge and application of music concepts through singing, playing and responding to music	http://www.1.providenceschools.org/curriculum/fine-arts			
Demonstrates proper vocal/percussion techniques alone and with others				
Physical Education	Q1	Q2	Q3	Q4
Uses mature form in combination gross motor movement	http://www.1.providenceschools.org/curriculum/health-pe			
Applies fundamental combinations of movement skills				
Health Education	Q1	Q2	Q3	Q4
Identifies and recognizes multiple dimensions of health	http://www.1.providenceschools.org/curriculum/health-pe			
Describes ways to prevent injuries and health problems				

Progress Monitoring	Q1	Q2	Q3	Q4
Check box when additional information is attached				
<p>This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, Personal Literacy Plan progress updates, ELL progress insert, behavior reports, homework monitoring, etc.</p>				

Work Habits and Behaviors Evaluation Key				
<p>4 – Exceeds the Expectation 3 – Meets the Expectation 2 – Working Towards the Expectation 1 – Does Not Meet the Expectation N/A – Not Applicable</p>				
Work Habits and Behaviors	Q1	Q2	Q3	Q4
Shows best effort	<p>A student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.</p>			
Respects adults, peers and belongings				
Follows directions				
Participates and is willing to share relevant knowledge and experience				
Works well with others				
Demonstrates self-control				
Demonstrates organizational skills				
Hands in assignments on time				
<i>Teacher Comments</i>				
<i>Quarter 1</i>				
<p>If additional space is needed for comments, please attach teacher comment sheet to the report card.</p>				
<i>Quarter 2</i>				
<i>Quarter 3</i>				
<i>Quarter 4</i>				