

Understanding the Second Grade Report Card

Language Arts Achievement: Language Arts Achievement indicates students' overall performance in the areas of reading and writing which include: reading accuracy, fluency, comprehension, responding to reading through writing and discussion, and performance/growth in all domains of writing. Second grade is a highly transitional year where children move from developing literacy skills to applying literacy skills. This transition expands their experiences with reading, to include deeper levels of comprehension, writing both informational and narrative pieces, and developing a sense of purpose for their writing.

Instructional Reading Level –is the level of text at which the student can make progress with instructional guidance. Texts in levels A through J are instructional if a student reads with 90%-94% accuracy with excellent or satisfactory comprehension or 95%-100% accuracy with limited comprehension. Texts levels K and above are instructional if a student reads with 95%-97% accuracy with excellent or satisfactory comprehension or 98%-100% accuracy with limited comprehension. An Instructional Reading Level text is challenging but manageable and engages the student in practices which promote growth as a reader. The instructional goal for the end of second grade is a level M.

Decoding

- Ability to segment/blend
- Ability to apply phonetic and structural decoding strategies to identify unknown words in context.

Encoding

- Ability to spell sight words and trick words in all writing
- Ability to spell words, drawing on common spelling patterns, phonemic awareness, and spelling conventions, in all writing

Fluency

- Reading with appropriate speed and accuracy
- Reading clearly, in meaningful phrases

Comprehension

- Understanding and interpretation of what is being read
- Understanding of Story Structure
- Use of comprehension strategies (visualizing, making connections, making inferences/predictions, determining main ideas & important details, questioning, monitoring understanding, synthesizing) to understand an interpret text

Written Response to Text

- Ability to use writing as a way of responding to reading, answering questions about reading and explaining their thinking about what they have read.

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Writing Domains are the focus areas in which students' writing is measured.

Focus/Content

- Writes to communicate ideas and information effectively
- Ability to identify and introduce a topic or opinion
- Ability to develop or support the topic or opinion with facts and/or definitions
- Able to write 4 or 5 sentences related to one topic

Organization

- Writes with related ideas grouped together
- Writes stories with an appropriate sequence (beginning, middle, end)

Style

- Ability to choose words and phrases for a specific purpose

Conventions

- Writes complete sentences
- Writes with correct capitalization (beginning of the sentence, pronoun I, dates, proper nouns)
- Writes with correct punctuation (end marks, commas in dates and series, apostrophes)
- Writes with correct spelling (see encoding)

Math Achievement: Math achievement is a measure of students' application of their understanding of key concepts, and their accurate use of mechanics to solve problems and apply strategies, in the following reporting categories:

Number Relations

- Sequences and recognizes number patterns
- Identifies place value for 2 or 3 digit numbers
- Counting (by 2's, by 5's, by 10's)
- Money (identifies/ shows coin and bill equivalencies, dollar and cent notation)

Computation

- Solves number stories (addition and subtraction)
- Knows addition and subtraction facts
- Accurately uses number grid

Statistics and Analysis

- Makes tallies and gives totals
- Plots data on a bar graph
- Compares quantities from bar graphs

Measuring and Geometry

- Uses measuring tools correctly
- Measures to nearest inch or centimeter
- Tells time in five minute intervals
- Identifies two dimensional shapes

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Science Achievement: Science performance reflects students' understanding of key concepts, participation in investigation, and demonstration of observational skills.

Social Studies Achievement: Social Studies performance reflects students' understanding of key concepts, participation in group discussions and production during activities.

Learning Behaviors: Indicates the individual student's performance in the classroom setting. These learning behaviors have a direct correlation to a student's ability to achieve success, and are connected to our Responsive Classroom positive school-wide support plan C.A.R.E.S (Cooperation–Assertion–Responsibility–Empathy–self-control). These are positive behaviors that are needed as children develop, and are reflected in every aspect of their experience in school.

Achievement is reported using the following descriptors:

A = Advanced – This level reflects superior academic performance and indicates an in-depth understanding and exemplary display of the skills.

P = Proficient – This level reflects satisfactory academic performance and indicates a solid understanding and adequate display of the skills.

B = Basic – This level reflects marginal academic performance and indicates a partial understanding and limited display of the skills. This work is approaching satisfactory performance and there is a need for additional instructional opportunities.

BB = Below Basic – This level reflects inadequate academic performance and indicates little understanding and minimal display of the skills. There is a major need for additional instructional opportunities.

Progress is reported using the following descriptors:

SC = Secure – Secure means that the student consistently and independently meets expectations with grade level material. Student can independently apply understanding in different contexts.

DV = Developing – Developing means that the student requires support and prompting to be successful in meeting grade level expectations with grade level materials. Student can apply understanding in different contexts with support

BG = Beginning – Beginning means that the student requires intensive and consistent support and/or interventions to be successful with grade level materials. Student is not able to apply understanding in different contexts without intensive support.

NA = Not Applicable