



Attendance Summary:

Qtr 1		Qtr 2		Qtr 3		Qtr 4		Total	
Absent	Tardy								
0	0	0	0	0	0	0	0	0	0

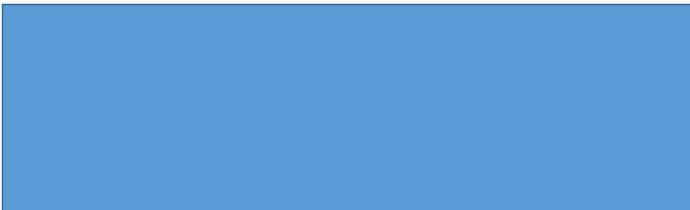
**This Report Card only lists absences. Lack of attendance means there were no absences.

Academic Performance Level for Elementary Standards					
Name	Exceeds Standards	Meets Standards	Approaches Standards	Begins Standards	Not Assessed At This Time
Score	4	3	2	1	X

Academic Performance Level for Year Long Standards and SEL				
Name	Above Expected Target	On Expected Target	Below Expected Target	Not Assessed At This Time
Score	Above	On	Below	X

ENGLISH LANGUAGE ARTS				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
SECOND GRADE				
LITERATURE - FICTION				
Describe key ideas and details of a text				
Describe the structure of a story and how words and characters contribute to it				
Compare and contrast key ideas of multiple texts				
INFORMATIONAL TEXT - NON-FICTION				
Describe key ideas and details of a non-fiction text				
Describe the main purpose of a text and how text features and words contribute to it				
Compare and contrast key ideas of multiple non-fictional texts				
WRITING/LANGUAGE SKILLS				
Construct an organized piece of writing using grade-level conventions and ideas				
Participate in shared research projects to build and present knowledge				
YEAR LONG ENGLISH LANGUAGE ARTS STANDARDS				
Read grade-level material to support comprehension				
Determine the meaning of unknown vocabulary words				
Apply phonics and word recognition skills				

MATH				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
SECOND GRADE				
OPERATIONS AND ALGEBRAIC THINKING				
Determine if a group of objects has an even or odd number of items				
NUMBERS AND OPERATIONS BASE TEN				
Compare 2 two-digit numbers				
Compare 2 three-digit numbers				
Explain addition and subtraction strategies				
MEASUREMENT AND DATA				
Measure the length of objects in two different units and describe how they relate to each other				
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				
Draw a picture graph and a bar graph and use data to solve problems				
Represent whole-number sums and differences within 100 on a number line				
GEOMETRY				
Divide and describe the whole as two halves, three thirds, four fourths and recognize that equal shares of identical wholes are not always the same shape.				
YEAR LONG STANDARDS FOR MATHEMATICS				
Use addition and subtraction within 100 to solve one- and two-step word problems				



MATH				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
Add and subtract within 1000				
Understand place value up to hundreds				
Solve word problems involving money				

SOCIAL STUDIES				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
SECOND GRADE				
Demonstrates an understanding of concepts, vocabulary and process				

SCIENCE				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
SECOND GRADE				
Demonstrates an understanding of concepts, vocabulary and process				

STEM				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
SECOND GRADE				
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs				

PHYSICAL EDUCATION				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
SECOND GRADE				
Demonstrate physical skills and movement concepts to perform activities				
Demonstrate good sportsmanship, is prepared and participates safely				

MUSIC				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
SECOND GRADE				
Create appropriate musical examples.				
Perform appropriate musical examples with accuracy.				
Demonstrate appropriate response to musical examples.				

ART				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
SECOND GRADE				
Explore the elements of visual art and create an art piece. (line, shape, form, color, value, texture and space) (Creating)				

ART				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
Analyze and respond to artistic creations or events to demonstrate understanding of ways in which art plays a part in everyday life. (Responding & Connecting)				
Identify and use media and tools safely and appropriately. (Presenting)				

SOCIAL EMOTIONAL LEARNING				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
Consistently demonstrates Skills for Learning (Focused Attention, Listening, Self-talk and Be Assertive)				
Consistently demonstrates empathy for others				
Consistently demonstrates emotion management				
Consistently demonstrates problem solving skills				
Teacher Comments				

EXPLANATION OF ACADEMIC PERFORMANCE LEVELS

Standards Mastery Grades for English/Language Arts, Math, Science/Health and Social Studies provide specific information on student progress related to the Common Core State Standards. Each standard is evaluated using a 1-4 scale. Cumulative Standards Mastery Grades are given for each content area based on an average.

Standards Mastery Grade Scale:

Exceeds Standards (4) - The student independently completes the task or understands the concept beyond what is expected at grade level.

Meets Standards (3) - The student independently completes the task or understands the concept.

Approaches Standards (2) - With assistance, the student completes the task or understands the concept. Reinforcement and support are needed.

Begins Standards (1) - With assistance, the student is unable to complete the task, or understand a concept. Significant reinforcement and support are needed.

Not assessed at this time (X) - The standard is not assessed at this time.

Year Long English Language Arts and Mathematics Standards AND Social Emotional Learning Standards: These scores are used to indicate if a student is on pace for meeting the END of the year standards, based on quarterly expectations. These standards are overarching standards that students continue to work on throughout the school year. A student may be on pace throughout the school year and not meet the end of the year indicators of success for the final quarter.

Above - For quarters 1, 2, and 3 this indicates that the student is ABOVE the quarterly targets and is likely to be above or on



level for the end of the year mastery of these standards. For quarter 4, this indicates the final level of mastery for the year on these standards is ABOVE grade level.

On - For quarters 1, 2, and 3 this indicates that the student is meeting the quarterly target expectations and is likely to be ON level for the end of the year mastery of these standards. For quarter 4, this indicates the final level of mastery for the year on these standards is ON grade level.

Below - For quarters 1, 2, and 3 this indicates that the student is not meeting the quarterly target expectations and is likely to be BELOW level for the end of the year mastery of these standards. For quarter 4, this indicates the final level of mastery for the year on these standards is BELOW grade level.