



Student Information		School Information: Elementary	
Student Name		Principal	
Student ID		School Phone	
Birthdate		School Address	
Track			
Grade	2	Teacher	

Attendance	T1	T2	T3
Days Enrolled			
Days Absent			
Days Tardy			

## Scoring Key

### Benchmark Standards

For Progress Report (T1 and T2)		Effort Scores	
Area of Concern	AC	Excellent	E
Expected Growth	EG	Satisfactory	S
Not Assessed	NA	Needs Improvement	N
<b>For Final Report (T3)</b>		Not Assessed	NA
Student performance <b>exceeded</b> grade level expectations	4	<b>Participation and Intervention Marks</b>	
Student performance <b>met</b> grade level expectations	3		
Student performance <b>approached</b> grade level expectations	2	Applicable	X
Student performance <b>made little or no</b> progress toward grade level expectations	1	Not Applicable	NA

Second Grade	T1	T2	T3
Standards			
<b>HABITS OF SUCCESS</b>			
» Communicator			
• Communicates Effectively			
• Listens Attentively			
» Collaborator / Contributor			
• Works respectfully with others			
• Works well with others			
» Global Citizen			
• Respectful of others			
• Exercises self-control			
• Follows classroom and school rules			
» Critical Thinker			
• Demonstrates critical thinking and problem-solving strategies			
» Creative Thinker			
• Participates in open-ended exploration and discovery of possibilities			
» Self-Directed Learner			
• Responsible for own learning and behavior			

Second Grade	T1	T2	T3
Standards			
• Makes productive use of class time			
• Completes homework on time			
» Effective and Ethical User of Resources			
• Draws on multiple sources, using all classroom resources responsibly			
<b>PARTICIPATES IN ADDITIONAL SUPPORT/SERVICES OR MODIFIED PROGRAM IN THE AREA OF:</b>			
» English Language Arts - Reading			
» English Language Arts - Writing			
» Mathematics			
» Student is an English Learner			
» Student has an I.E.P.			
<b>MATHEMATICS</b>			
» Effort Score			
» Operations and Algebraic Thinking			
• Represents and solves problems involving addition and subtraction			
• Adds and subtracts within 20			
• Works with equal groups of objects to gain foundations for multiplication			

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Second Grade	T1	T2	T3
<b>Standards</b>			
» Number and Operations in Base Ten			
• Understands place value			
• Uses place value understanding and properties of operations to add and subtract			
» Measurement and Data			
• Measures and estimates length in standard units			
• Relates addition and subtraction to length			
• Works with time and money			
• Represents and interprets data			
» Geometry			
• Understands and uses attributes to identify, recognize, partition and draw shapes			
» Standards of Mathematical Practice			
• Makes sense of problems and perseveres in solving them			
• 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			
• Looks for and expresses regularity in repeated reasoning			
<b>OTHER SUBJECTS</b>			
Other Subjects			
» Science Effort Score			
» Social Studies Effort Score			
» Physical Education Effort Score			
» Fine Arts Effort Score			
<b>ENGLISH LANGUAGE ARTS</b>			
Exception for Qualified English Learners			
» English learners meeting ALL of the following criteria in the current reporting period will not have marks in the English Language Arts section of the report card: <input type="checkbox"/>			
1) Overall ELPAC 1 <input type="checkbox"/>			
2) Enrolled in U.S. schools less than 2 years <input type="checkbox"/>			
3) Not yet performing at grade level			
Reading			
» Effort Score			
» Literature			
• Asks and answers who, what, where, when, why and how questions to show understanding of key details and central message			
• Describes the structure of a story by using characters, setting and plot			
• Makes connections within and across texts			
» Informational Text			
• Identifies main idea and key details of non-fiction texts			

Second Grade	T1	T2	T3
<b>Standards</b>			
• Uses text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, etc. ) to locate information			
• Makes connections within and across texts			
» Foundational Skills			
• Knows and applies phonics and word analysis skills in decoding words in isolation and in text			
• Reads grade-level text with accuracy and fluency to support comprehension			
<b>Writing</b>			
» Effort Score			
» Text Types and Purposes			
• Writes an opinion about a topic or book which is supported with reasons and includes an introduction and conclusion			
• Writes an informative text which is supported with facts and definitions and includes an introduction and conclusion			
• Writes narratives with a short sequence of events or well elaborated event (e.g., details to describe actions, thoughts, and feelings) and includes an introduction and conclusion			
» Production and Distribution			
• With guidance and support, uses the writing process to add details to strengthen the writing			
» Research to Build and Present Knowledge			
• Conducts research projects that build knowledge about a topic			
<b>Language</b>			
» Language			
• Shows understanding of conventions (grammar, capitalization, punctuation and spelling) when speaking and / or writing			
• Uses strategies to determine and understand the meaning of words			
<b>Speaking and Listening</b>			
» Comprehension and Collaboration			
• Participates appropriately in group discussions			
» Presentation of Knowledge & Ideas			
• Produces complete sentences when speaking in order to provide detail and clarification			
• Plans and delivers oral presentations			
<b>ENGLISH LANGUAGE DEVELOPMENT (ELD)</b>			
» Effort Score			
» Interacting in Meaningful Ways			
• Collaborating and engaging in dialogue with others			
• Interpreting, comprehending and analyzing written and spoken texts			
• Producing oral presentations and written texts			
» Learning About How English Works			
• Structuring cohesive texts			
• Expanding and enriching ideas			

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Second Grade	<b>T1</b>	<b>T2</b>	<b>T3</b>
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**Standards**

- Connecting and condensing ideas
  - » Using Foundational Literacy Skills 

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  - Print Concepts
  - Phonological awareness
  - Phonics and word recognition
  - Fluency

**Year-End Summary of Progress in English Language Development**

- » Area of Concern 

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- » Expected Growth 

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**INTERVENTIONS**

- » Before / After School Tutoring 

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- » Scaffolded Language Supports 

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- » Targeted Adaptive Program 

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- » Targeted Small Group Instruction 

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Standardized Tests	Date	Scores
<b>Proficiency Level</b>		
<b>Proficiency Level</b>		

Programs	Entry	Exit

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_