

# Reporting Student Progress

# Second Grade



## **A Message to Parents/Guardians:**

**Libertyville Elementary District 70 teachers of students in kindergarten-5 utilize a standards-based report card. Standards describe what a student should know and be able to do at each grade level in all subjects, and in behavioral characteristics and work habits that support learning. We refer to those as “Characteristics of Successful Learning.”**

**The report card is designed to give you more information with regard to how your child is progressing in meeting those standards. Identifying standards allow teachers and students to set learning goals and measure progress from the beginning of the school year to the end. The report card was also designed to provide consistency from grade to grade and across teachers within a grade.**

**We hope you find this handbook helpful in understanding standards-based reporting and supporting your efforts to have meaningful conversations with your child and child’s teacher regarding progress and success at school.**

**Second Grade**

**Second Grade Report Card**

Goal of student reporting.

Student attendance information.

Performance descriptors.

Progress toward meeting grade level standards.

**70 Libertyville District 70**

**Student Report Card**

Student Information		School Information		
Student Name		School		
Academic Year	2012-2013	Address		
Grade	2	Teacher		
Libertyville District 70 has established grade level learning objectives based upon state and national standards. The purpose of this report card is to communicate student progress towards achieving these established learning objectives.				
Attendance	T1	T2	T3	
Absent	0	0	0	
Tardy	0	0	0	

**Report Cards Legend for Academic Standards**

E (Extends): Student demonstrates application and/or understanding that extends beyond what was taught in class.  
M (Meets): Student demonstrates application and understanding of the concepts and/or skills taught in class.  
A (Approaching): Student demonstrates partial understanding of the concepts and/or skills taught in class.  
B (Below): Student demonstrates partial understanding, with assistance, of the concepts and/or skills taught in class.  
N/A (Not assessed at this time)

Reading / Language Arts	NOV	MAR	JUN
<b>Literature</b>			
<i>Understand and discuss elements of fictional text</i>			
<b>Informational Text</b>			
<i>Use features of non-fiction text and ask and answer questions related to text</i>			
<b>Foundational Skills</b>			
<i>Apply phonics and word analysis skills to decode text and read fluently</i>			
<b>Speaking &amp; Listening</b>			
<i>Communicate effectively in small and whole groups, and recall presented information</i>			
<b>Writing</b>			
<i>Write for a variety of purposes and edit and revise written work</i>			
<b>Language</b>			
<i>Apply word study patterns in writing and use capitalization, punctuation and grammar effectively</i>			
<b>Mathematics</b>			
<b>Operations &amp; Algebraic Thinking</b>			
<i>Represent and solve problems using addition and subtraction</i>			
<b>Numbers &amp; Operations: Fractions</b>			
<i>Not assessed in second grade</i>			
<b>Numbers &amp; Operations: Base Ten</b>			
<i>Add and subtract using knowledge of place value</i>			
<b>Measurement &amp; Data</b>			
<i>Measure and compare length; tell time to five minutes; solve word problems involving money; use and understand data</i>			
<b>Geometry</b>			
<i>Name and draw multi-dimensional figures, find area, and divide simple shapes into fractions</i>			
<b>Science</b>			
<b>Scientific Inquiry</b>			
<i>Follow the scientific method to explore scientific concepts and conduct experiments</i>			
<b>Scientific Concepts</b>			
<i>Demonstrate knowledge of concepts in physical, life and earth sciences</i>			
<b>Connections of Life, Physical, Earth and Space Sciences</b>			
<i>Relate science to real life</i>			
<b>Social Science</b>			
<b>Principles of Government</b>			
<i>Understand rules and their impact on a community, and citizenship</i>			
<b>Economics</b>			
<i>Understand the difference between goods and services, and wants and needs</i>			
<b>History</b>			
<i>Understand how historical events impact people</i>			
<b>Geography</b>			
<i>Understand how geography impacts people</i>			
<b>Cultural Awareness</b>			
<i>Understand places to live, work and play in a community, past and present</i>			

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Progress toward making grade level standards.

Physical Education		NOV	MAR	JUN
<b>Skills Development</b>				
<i>Motor, manipulative, and sports skills; game concepts and rhythmic movement</i>				
<b>Lifelong Wellness</b>				
<i>Lifelong fitness and wellness; fitness testing and daily classroom fitness</i>				
<b>Music</b>				
<b>Knowledge of Concepts</b>				
<i>Understand music notation, music vocabulary and qualities of expression</i>				
<b>Application of Learning</b>				
<i>Demonstrate rhythm, melody, vocal development and recorder skills (grades 3-5)</i>				
<b>Art</b>				
<b>Knowledge of Concepts</b>				
<i>Identify the elements of art; identify media and tools; relates art to history, society and everyday life</i>				
<b>Application of Learning</b>				
<i>Demonstrate knowledge of concepts through pictorial representation and classroom discussion</i>				

Report Cards Legend for Characteristics of Successful Learners				
M (Meets): Meets grade level expectations	G (Goal): Identified as a goal for improvement			
Characteristics of Successful Learners: Academics				
Come to school prepared				
Demonstrate respect				
Manage emotions and behaviors				
Cooperate with others				
Follow directions				
Listen and participate				
Work independently				
Manage time				
Produce quality work				
Seek assistance when appropriate				
Apply problem-solving skills				
Display organizational skills				
Use materials appropriately				
Seek and/or accept challenges				
Characteristics of Successful Learners: Physical Education				
Manage emotions, behaviors and demonstrate respect				
Listen, follow directions and participate				
Cooperate with others				
Come to class prepared				
Characteristics of Successful Learners: Music				
Manage emotions, behaviors and demonstrate respect				
Listen, follow directions and participate				
Uses materials appropriately				
Characteristics of Successful Learners: Art				
Manage emotions, behaviors and demonstrate respect				
Listen, follow directions and participate				
Use materials appropriately				
<b>Teacher Comment</b>				

Behaviors and work habits that support learning.

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### Reporting Student Progress for Academics

In Libertyville School District 70, report cards are issued three times a year. If a child is having difficulty meeting established learning standards, a progress report may also be sent home mid-trimester indicating areas in which he or she is experiencing difficulty.

The following performance descriptors are used to indicate a student's progress in meeting academic learning standards.

#### Extends

The student consistently demonstrates an understanding and application of skills and concepts beyond what was taught in class. The student may benefit from work that is differentiated or of greater rigor.

#### Meets

The student demonstrates consistent understanding and application of skills and concepts taught in class. The

student is consistently on target for meeting established grade level learning standards.

#### Approaching

The student partially demonstrates understanding and application of skills and concepts taught in class. The student may require more exposure or practice to fully demonstrate consistent understanding and application. A mark of approaching often occurs when a new concept or skill is introduced.

#### Below

The student consistently requires assistance to demonstrate understanding and/or application of skills and concepts taught in class. The student may benefit from work that is adapted or from differentiated instruction in order to demonstrate better understanding or application of skills and concepts.

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### Reporting Student Progress for Behaviors and Work Habits

Teachers also report on behavior and work habits that contribute to, or impact learning. These are called "Characteristics of Successful Learners". The following performance descriptors are used to indicate a student's progress in meeting these standards.

#### Meets

The student meets grade level expectations.

#### Goal for Improvement

The student is not meeting grade level expectations and this behavior or work habit has been identified as a goal.

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### Discussing Student Progress

Some parents, having grown up with letter grades, may at first struggle with discussing academic progress and a standards-based report card with their child. It is helpful to understand that teachers routinely discuss learning standards with students in the classroom and may refer to those standards as “I can” statements. When teaching a lesson or introducing an activity, teachers will identify the targeted standard (ie. “Our goal for this unit is to add double-digit numbers so by the end, you should be able to say, I can add double-digit numbers.”)

When prompted, students should be able to discuss with their parent(s), what their learning goals for the day were, goals or standards they have

met, and goals or standards they are working to meet. They should also be able to discuss what they need to do in order to be able to meet a goal (ie. pay attention to the end marks of sentences to read more fluently).

When a skill or concept is first introduced, it is common that a student may not be able to fully demonstrate understanding or apply that knowledge. It is not unacceptable or unexpected for a student to receive a mark of “Approaching” on work based upon newly introduced skills or concepts. While that is part of the learning process, the goal over time, is for that student to “Meet” that grade-level learning standard.

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### Parent-Teacher Conferences

Parent-teacher conferences are just one way to develop a strong school-home relationship. Parent-teacher conferences are held mid-way through the first trimester, typically in October, and again mid-way through the second trimester, typically in February. Parent-teacher conferences are a wonderful opportunity to discuss your child’s progress and learn more about your child’s school experience. During this

time, the teacher will share examples of your child’s work, discuss his or her progress in meeting standards or learning goals, and answer any questions you might have. The teacher also will suggest ways to support your child at home. Don’t hesitate to contact your child’s teacher if you have specific topics you would like to discuss during a conference.

## **Subject Area Standards**

The following pages contain skills and concepts within learning standards that students should know and be able to do by the end of second grade. The learning standards are aligned with the Illinois Learning Standards and the Common Core Standards for English/language arts and mathematics.

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### **Reading/Language Arts Learning Standards**

#### **Literature**

Understand and discuss elements of fictional text.

Ask and answer questions to show I understand a story.

Retell a story including the beginning, middle and end.

Describe how characters respond to what happens in a story.

Compare and contrast versions of the same story.

#### **Informational Text**

Demonstrate comprehension using non-fiction text features.

Ask and answer questions to show I understand the details in a text.

Tell the main topic of a multi-paragraph text.

Figure out the meaning of words in a 2<sup>nd</sup> grade text.

Use captions, bold print, glossaries and indexes to find information.

Compare and contrast the most important points presented by two texts on the same topic.

Read and comprehend informational text at the 2<sup>nd</sup> grade level.

#### **Foundational Skills**

Use phonics and word analysis skills comprehend and read fluently.

Use reading strategies to figure out words.

Read with fluency and read words within a text correctly.

#### **Writing**

Write, edit and revise to strengthen writing.

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Write a persuasive piece that: states my opinion, has reasons to support my opinion, uses transitions and has a concluding sentence.

Write an expository writing piece with a topic sentence, facts that develop points and a concluding sentence.

Write a narrative writing piece that includes details that describe actions, feelings, time order words and a concluding sentence.

Edit and revise my writing piece with guidance.

Gather information from various sources to answer questions.

### **Speaking and Listening**

Communicate effectively and recall information.

Communicate my ideas respectfully in small and whole groups.

Complete sentences to share my ideas.

Recall facts and details from information presented orally and read alouds.

### **Language**

Apply word study patterns in writing and use conventions.

Use plural nouns correctly.

Form and use the past tense of verbs.

Capitalize holidays, specific places and product names.

Use learned spelling patterns in my writing.

Use materials to help me spell.

## **Mathematics Learning Standards**

### **Operations & Algebraic Thinking**

Represent and solve problems using addition and subtraction.

Memorize 1-digit addition facts.

Use mental math to add and subtract up to 20.

Count by 2s up to 20.

Write an addition number sentence to explain an array.

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Add and subtract to solve a 2-step word problem.

### **Numbers & Operations: Fractions**

Not assessed in second grade

### **Numbers & Operations: Base Ten**

Add and subtract using knowledge of place value.

Explain the value of a digit in a three-digit number.

Write numbers up to 1,000.

Compare 3-digit numbers using  $<$ ,  $=$ ,  $>$ .

Subtract 3-digit numbers.

Add 3-digit numbers.

Use mental math to add 10 or 100 to a 3-digit number.

### **Measurement & Data**

Use data to solve problems of length, time and money.

Measure the length of an object using the correct tool.

Estimate lengths.

Find the difference between the lengths of two objects.

Solve word problems about length.

Tell time to the nearest five minutes using a.m. and p.m.

Solve word problems about money.

Use graphs to answer questions.

### **Geometry**

Name, draw, and divide figures into fractions.

Identify triangles, quadrilaterals, pentagons, hexagons and cubes.

Identify and draw 2-dimensional shapes.

Break rectangles into equal parts and count the number of parts.

Break circles and rectangles into different equal parts and describe how they are parts of a whole.

## **Social Science Learning Standards**

### **Political Systems**

Tell what it means to be a good citizen.

### **Economics**

Identify the jobs of community workers.

### **History**

Compare and contrast two historical figures.

### **Geography**

Identify water, land and the United States on a map.

### **Social Systems**

Explain how people are the same and different.

## **Science Learning Standards**

### **Scientific Inquiry**

Describe an event.

Ask questions about science.

Use tools to collect and record data.

Observe and share results.

### **Scientific Concepts**

Identify a problem and make predictions.

Do an experiment.

### **Real World Connections of Life, Physical, Earth and Space Sciences**

Understand living things and tell how they are the same and different.

Explain some kinds of matter, energy and force.

Explain how the world has changed over time.

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Explain how things in the world work together.

Explain how science affects me.