



HIGHLINE SCHOOL DISTRICT #401

Dual Language Report Card 2nd Grade

Student		Year	
Teacher		School	

Dear Parent/Guardian,

Thank you for participating in your child's education by partnering with our school.
 The following are a few suggestions for other ways you can help your child succeed in school:

- Discuss with your child and her/his teacher current achievement levels, areas of strength and weakness, and specific goals.
- Communicate consistently with your child's teacher and your child about learning.
- Monitor TV viewing and video game playing in your home.
- Provide varied reading materials at home and read with and to your child daily, no matter what his/her age.
- Get your child her/his own library card and visit the library often together.
- Promote family storytelling (heritage stories, your childhood experiences, etc.)
- Encourage your child to keep a diary or journal.
- Display your child's work (art, math, writing, etc.) proudly.
- Allow your child to see you read, write, and use mathematics for pleasure as well as necessity.

Reporting Periods
F = Fall W = Winter S = Spring

Attendance	Fall	Winter	Spring
Days Absent			
Days Tardy			

Date Entered (if after Oct.1):	
---------------------------------------	--

Behaviors That Promote Learning (see Comments section)
<ul style="list-style-type: none"> • Strives to produce quality work • Makes good use of learning time • Complete assignments on time (Classwork, Homework) • Follows school and classroom rules • Organizes self (materials and belongings) • Participates appropriately in discussions • Listens to and follows directions • Shows respect for adults and peers

Your Child is in a Supportive Program as Checked	F	W	S
Special Education (IEP)			
Title I/Learning Assistance Program (LAP)			
English Language Learner (ELL)			
Speech			
Highly Capable			
504			

Next Year's Assignment:	
--------------------------------	--

Teacher's Signature

HIGHLINE SCHOOL DISTRICT #401

Dual Language Report Card 2nd Grade

Student	Year
----------------	-------------

Reporting Periods
F = Fall W = Winter S = Spring

Evaluation Key for Academics and Effort
<p>4 Exemplary (superior performance at and above grade level standards)</p> <p>3+ Proficient (exceeds some grade level expectations)</p> <p>3 Proficient (consistently meets grade level expectations)</p> <p>2+ Progressing (meets most grade level expectations)</p> <p>2 Progressing (meets some grade level expectations/ experiencing difficulty)</p> <p>1 Beginning (rarely meets expectations/needs extensive support)</p> <p>X Not evaluated at this time</p> <p>M Modified (see IEP)</p>

Measurement and Data			
Relate addition and subtraction to length.			
2.MD.B.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.			
2.MD.B.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.			

Mathematics	F	W	S
Operations and Algebraic Thinking			
Represent and solve problems involving addition and subtraction.			
2.OA.A.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.			
Add and subtract within 20.			
2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.			
Number and Operations in Base Ten			
Use place value understanding and properties of operations to add and subtract.			
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.			
2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.			
2.NBT.B.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.			
2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.			
2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.			

HIGHLINE SCHOOL DISTRICT #401

Dual Language Report Card 2nd Grade

Student _____	Year _____
----------------------	-------------------

*In Dual Language, the student's dominant language will be noted for Reading, Writing and Communication grades.
All students are working towards proficiency in both languages.*

Spanish			READING			English		
F	W	S				F	W	S
Literature								
			RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.					
			RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.					
			RL 2.10 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.					
Informational Text								
			RI 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.					
			RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.					
			RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.					
			RI 2.10 By the end of 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.					
Foundational Skills								
			RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.					
			RF 2.4 Read with sufficient accuracy and fluency to support comprehension.					

Spanish			WRITING			English		
F	W	S				F	W	S
			W 2.8 Recall information from experiences or gather information from provided sources to answer a question.					

Spanish			COMMUNICATION			English		
F	W	S				F	W	S
Speaking and Listening								
			SL 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.					
Language								
			L 2.4 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.					
			L 2.5 Demonstrate understanding of word relationships and nuances in word meanings.					
			L 2.6 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).					

Science	F	W	S
Cross-cutting concepts and abilities: Systems, inquiry and application			
Core Content			

Social Studies	F	W	S
Understands Content and Concepts			
Applies Skills to Units Studied			

Physical Education	F	W	S
Acquires Knowledge and Skills			
Improves Physical Fitness			

Health	F	W	S
Understands Concepts			

Art	F	W	S
Understands and Applies Knowledge and Skills			

General Music	F	W	S
Understands and Applies Knowledge and Skills			



HIGHLINE SCHOOL DISTRICT #401

Dual Language Report Card 2nd Grade

Student	Year
---------	------

Report Card Comments

Fall

Winter

Spring