

Advantages of a Standards-Based Report Card

In addition to providing you and your student with greater detail about achievement and progress toward grade level standard, the standards-based report card has other advantages. A standards-based grading and reporting system will:

- Allow students more than one opportunity to show what they know, understand, and can do
- Make grading more clear and consistent
- Give feedback to students and parents so that students can work to improve their performance or redo an assignment
- Connect grading and reporting to district standards

The ultimate goal of all achievement reporting is the improvement of the educational and developmental experiences of all children. Our grading system will help our district accomplish this goal.

Report Card Standards vs. Benchmark Assessments

Standard scores represent a student's growth toward end-of-year standards and is based on a variety of daily assignments. Benchmark assessment scores represent a one time assessment score that does not necessarily show a student's complete progress towards end of year standard.

Additional Content Standards

Content Standards for Science, History-Social Science, Health, Physical Education, and Visual & Performing Arts can be found at the California Department of Education's website:

<http://www.cde.ca.gov/be/st/ss/>

Technology Literacy Standards can be found at the International Society for Technology in Education's website:

<http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETSforStudents2007.htm>

SANTA CLARA UNIFIED SCHOOL DISTRICT

Second Grade Standards for Grading and Reporting



“Preparing students of all ages and abilities to succeed in an ever-changing world”

Mathematics

Number Sense

Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000

- Count, read, and write whole numbers to 1,000 and identify the place value for each digit
- Use words, models, and expanded forms to represent numbers
- Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$

Students estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers

- Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions
- Find the sum or difference of two whole numbers up to three digits long
- Use mental arithmetic to find the sum or difference of two two-digit numbers

Students model and solve simple problems involving multiplication and division

- Use repeated addition, arrays, and counting by multiples to do multiplication
- Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division

Students understand that fractions and decimals may refer to parts of a set and parts of a whole

- Recognize, name, and compare unit fractions from $1/12$ to $1/2$
- Recognize fractions of a whole and parts of a group
- Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one

Students model and solve problems by representing, adding and subtracting amounts of money

- Solve problems using combinations of coins and bills
- Know and use the decimal notation and the dollar and cent symbols for money

Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places

- Recognize when an estimate is reasonable in measurements

Algebra and Function

Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction

- Relate problem situations to number sentences involving addition and subtraction
- Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences

Geometry and Measurement

Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured

- Measure the length of an object to the nearest inch and/or centimeter
- Tell time to the nearest quarter hour and know relationships of time

Students identify and describe the attributes of common figures in the plane and common objects in space

- Describe and classify plane and solid geometric shapes according to the number and shape of faces, edges, and vertices
- Put shapes together and take them apart to form other shapes

Statistics, Data Analysis and Probability

Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations

- Record numerical data in systematic ways, keeping track of what has been counted
- Represent the same data set in more than one way
- Identify features of data sets

Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways

- Recognize, describe, and extend patterns and determine a next term in linear patterns
- Solve problems involving simple number patterns

Math Reasoning

- Make decisions about how to set up a problem
- Determine the approach, materials, and strategies to be used
- Use tools, such as manipulatives or sketches, to model problems
- Solve problems and justify their reasoning
- Defend the reasoning used and justify the procedures selected.
- Make precise calculations and check the validity of the results in the context of the problem
- Note connections between one problem and another



Language Arts

Frequency and Variety of Reading

- Reads one or two short books or long chapters daily, and discusses what was read with another student or a group
- Rereads some favorite books or parts of longer books, gaining deeper understanding and knowledge of author's craft
- Reads narrative accounts, responses to literature (pieces written by other students, book blurbs and reviews), informational writing, reports, narrative procedures, recounting memoirs, poetry, plays and other genres
- Listens to and discusses at least one chapter or chapter equivalent read daily
- Reads functional and instructional messages both inside and outside the classroom



Literature

- Listens to quality literature read to them daily to model the language and craft of good writing

Discussing (Listening and Speaking)

- Demonstrates skills in utilizing comprehension strategies
- Listens to and discusses at least one text that is longer and more difficult than what he/she can read independently or with assistance
- Gives and follows 3-and 4-step oral direction
- Speaks clearly and at the appropriate pace for the type of communication

Accuracy and Fluency

- Reads aloud unfamiliar Level L books fluently with 98% accuracy or better after being given a book introduction
- Reads independently and fluently using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text
- Uses the cues of punctuation to guide fluency and meaning
- Uses a variety of strategies to solve problems
- Notices when what has been read does not make sense, sound right or look right
- Solves reading problems with automaticity
- Knows when he/she does not understand a paragraph and searches for clarification clues

Comprehension

- Summarizes informational and narrative passages
- Infers cause-and-effect relationships that are not stated explicitly.
- Uses titles, table of contents and chapter headings to locate information

- Interprets information from diagrams, charts and graphs
- Follows two-step written instructions

Vocabulary

- Talks about the meaning of some new words encountered after reading and discussing a text
- Talks about what nouns mean in terms of function and feature
- Recognizes when he/she does not know what a word means and uses a variety of strategies for making sense of how it is used
- Understands and explains common antonyms and synonyms
- Knows the meaning of simple prefixes and suffixes
- Identifies simple multiple-meaning words
- Uses knowledge of individual words in unknown compound words to predict meaning

Decoding and Word Recognition

- Uses known spelling patterns/chunks to read multi-syllable words
- Reads regularly spelled one- and two syllable words automatically
- Recognizes and figures out most irregularly spelled words
- Knows and uses regular plurals and irregular plurals

Frequency and Variety of Writing

- Writes daily
- Generates topics and content for writing and makes decisions about which pieces to work on over several days or longer
- Groups together related ideas and maintains a consistent focus
- Rereads, revises, edits and proofreads work daily
- Uses the stages of the writing process
- Polishes at least 10 pieces throughout the year

Sharing Events and Telling Stories: Narrative Writing

- Decides where to begin within a sequence of events
- Develops writing that creates a believable world and introduces characters, rather than simply recounting a chronology of events, using specific details about characters and settings and developing motives and moods
- Incorporates some literary language that does not sound like speech
- Develops internal and external events
- Employs the use of dialogue effectively

Informing Others: Informational Writing

- Gathers information pertinent to a topic
- Creates an obvious organizational structure often patterned after chapters or headings in non-fiction books
- Includes a concluding sentence or section
- Recognizes and excludes extraneous information
- Uses diagrams, charts or illustrations as appropriate to the text
- Understands the purposes and organizational structure of various reference materials

Getting Things Done: Functional Writing

- Establishes a context for the piece
- Shows the steps in action with enough detail to follow them
- Includes relevant information
- Uses language that is straightforward and clear
- Uses pictures to illustrate steps in the procedure
- Writes a friendly letter

Producing and Responding to Literature

- Writes poetry using techniques observed through a genre study
- Retells stories, songs, poems and other literary works
- Makes comparisons of text to events or people in his/her life
- Produces evaluative expressions about the text
- Compares books by the same author theme or idea and offering evidence from the text
- Discusses several books on the same theme

Style and Syntax

- Uses one's own language
- Uses all sentence patterns typical of spoken language
- Incorporates transition words and phrases
- Takes on the language of authors
- Uses varying sentence patterns and lengths to slow reading down, speed it up or create a mood

Vocabulary

- Uses one's own language
- Produces writing that uses the full range of words in his/her speaking vocabulary, including words learned from reading and class discussions
- Makes word choices that reveal he/she has a large enough vocabulary to exercise options in word choice
- Takes on the language of authors
- Makes choices about which words to use on the basis of whether they accurately convey the intended meaning

- Extends writing vocabulary by using specialized words related to the topics or setting

Spelling

- Uses a discernible logic to guide the spelling of unfamiliar words, making incorrect spellings less random
- Spells most high frequency words correctly
- Spells most inflectional endings, including plurals and verb tenses correctly
- Uses correct spelling patterns, rules and strategies
- Uses specific spelling strategies during the writing process
- Engages in the editing process, perhaps with a partner, to correct spelling errors

Punctuation, Capitalization

- Distinguishes between complete and incomplete sentences
- Uses capital letters at the beginning of sentences, proper nouns, greetings, months, days, titles and initials of people
- Uses periods to end sentences
- Approximates the use of quotation marks
- Uses capital letters and exclamation marks for emphasis
- Uses question marks and common contraction
- Uses commas in greeting and closure of a letter, in dates and in items in a series

Penmanship

- Prints legibly
- Spaces letters, words and sentences appropriately

What are the Benchmark Assessments and What Do They Measure?

The Reading Performance Based Assessments are given to a student to assess reading readiness and track growth in reading. [Early Literacy Behaviors](#), [Letter Recognition](#) and [Word Writing](#) are given until the standard is met for each assessment. When the standard is met (in Kindergarten or First or Second Grade) the "met standard" box will have a check and the assessment will not be given again. [Independent Text Level](#) will be tested every year Kindergarten through Fifth Grade.

Early Literacy Behaviors

Students demonstrate that they can find specific words within a text and match the words they hear with words they read. Most students reach this standard by the end of Kindergarten.

Letter Recognition

Students say the names of the uppercase and lowercase letters of the alphabet. Most students reach this standard by the end of Kindergarten.

Word Writing

Students write all the words they know within ten minutes or less to demonstrate their word writing knowledge. A student may not reach the standard for this assessment until Second Grade.

Independent Text Level

Students demonstrate the level at which they can read and understand a book independently. The teacher, parent and/or student can use the level as a guide for choosing "just-right" books for independent reading.

Writing

Students demonstrate their ability to write well in response to a writing prompt. This benchmark is given every year, Kindergarten through Fifth Grade.

MAC

Students demonstrate their ability to solve mathematical problems in response to a task or situation. This benchmark is given every year, Second Grade through Fifth Grade.

