



**Lincolnwood Elementary School**

2600 Colfax St  
Evanston, IL 60201  
847-859-8550

Principal: Laura Pinsof

*Where Every Child is a Superstar!*

**REPORT CARD 2022-2023**

Student Number	Student Name
Grade 2	Teacher:

**Purpose Statement Heading**

The purpose of standards based reporting is to provide accurate feedback and reflect on student growth. This report communicates current levels of proficiency as students work toward specific learning goals developed from grade level standards. Behaviors that promote learning, such as social development and work habits, are included but reported separately.

Proficiency Levels and Descriptors	
EX	Exceeding Standard: Exceeds the rigor of the end-of-term standard consistently and independently across a variety of contexts.
ME	Meets the rigor of the end-of-term standard consistently and independently across a variety of contexts.
PR	Progressing in Learning of Standard: Making progress towards consistently and independently meeting the end-of-term standard across a variety of contexts.
BE	Beginning Learning of the Standard: Developing foundational skills needed to progress towards meeting the end-of-term standard consistently and independently.
IE	Insufficient Evidence: Lack of student evidence submitted to assess standard.

Attendance			
	T1	T2	T3
Days Absent			
Days Present			
Times Tardy			
Days Present			

*Learning habits are assessed using Beginning (BE), Progressing (PR) and Meeting (ME). Please visit the District 65 website to learn more.*

Learning Habits			
	T1	T2	T3
<b>Goal Oriented Learner</b>			
Completes assignments with quality and punctuality.			
Exhibits effort and perseverance.			
Takes initiative to learn.			
Takes risks as a learner.			
Uses feedback from others to make improvements.			
<b>Inclusive Collaborator</b>			
Actively works to establish and maintain positive relationships.			
Demonstrates effective social problem solving skills.			
Respects others' identity, rights, and feelings.			
Works collaboratively with others.			
<b>Effective Communicator</b>			
Asks and responds to questions related to specific topics.			
Identifies and communicates feelings and needs.			
<b>Socially Aware Leader</b>			
Accepts responsibility for own behavior.			
Manages stress by using coping strategies.			
Understands the effect of one's behaviors on others.			

Teacher:

English Literacy and Language Arts			
	T1	T2	T3
<b>English Literacy and Language Arts - Modified Curriculum</b>			
<b>Foundational Skills</b>			
Knows and applies grade-level phonics and word analysis skills in decoding words.			
Reads with sufficient accuracy and fluency to support comprehension.			
<b>Literature and Informational Text</b>			
Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
Identifies the main topic of a multi-paragraph text and the focus of specific paragraphs.			
Recounts stories (including fables and folktales) and determines their central message.			
Describes the connection between a series of events, ideas, concepts, or steps in an informational text and the author's purpose.			
Describes the overall structure of a story including the beginning and ending, as well as how characters respond to major events and challenges.			
By the end of the year, reads and comprehends grade level informational texts (history/social studies, science, and technical texts) and literature (stories and poetry).			
<b>Writing</b>			
Writes narratives to recount a well-elaborated event or short sequence of events with details and words that provide organization and a sense of closure.			
Writes informative/explanatory texts to introduce a topic, develop points with facts and definitions, and provides a conclusion.			
Writes opinion pieces about topics using reasons, linking words, and a conclusion.			
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
<b>Language</b>			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Speaking and Listening</b>			
Asks and answers questions of peers in discussion to gather information or clarify understanding.			

Teacher:

Math			
	T1	T2	T3
<b>Mathematics - Modified Curriculum</b>			
<b>Operations and Algebraic Thinking</b>			
Represents and solves problems involving addition and subtraction.			
Adds and subtracts fluently within 20 using mental strategies.			



<b>Math (Continued)</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Works with equal groups of objects to gain foundations for multiplication.			
<b>Number and Operations in Base Ten</b>			
Uses understanding of place value to create hundreds, to read and write numbers to 1000, to compare three-digit numbers, and to count by 1s, 5s, 10s, and 100s.			
Uses understanding of place value, using decomposition and composition, to add and subtract within 1000.			
<b>Measurement and Data</b>			
Measures and estimates lengths in standard units.			
Uses addition and subtraction within 100 to solve word problems involving length and number lines.			
Tells time to the nearest five minutes using an analog clock.			
<b>Geometry</b>			
Recognizes and draws shapes with specified attributes (eg, angles or faces), including triangles, quadrilaterals, pentagons, hexagons and cubes.			
Partitions shapes into equal parts.			
<b>Mathematical Practices</b>			
Expresses mathematical thinking with clarity and precision and builds upon others' thinking.			
Uses patterns, tools, logic or prior learning to construct mathematical meaning, and persevere to solve problems rather than simply being fast and/or memorizing without understanding.			
Uses models and appropriate tools to describe mathematical meaning.			

<b>Teacher:</b>			
<b>Science</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Science - Modified Curriculum</b>			
Material Properties: Investigates and describes which materials have the properties that are best suited for an intended purpose and why using science and engineering practices and concepts.			
Erosion & Earth's Surface: Investigates and describes how water or wind shape the Earth's surface using science practices and concepts.			
Erosion & Earth's Surface: Compares multiple solutions designed to slow or prevent wind or water from changing the shape of the land using engineering practices and science concepts.			
Plant Adaptations: Investigates and describes how and why plants grow in the places they do using science practices and concepts.			
Animal Biodiversity: Investigates and describes how the surrounding environment affects what animals live in a particular habitat using science and engineering practices and concepts.			

<b>Teacher:</b>			
<b>Social Studies</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Social Studies - Modified Curriculum</b>			
Demonstrates an understanding of social sciences content and concepts.			
Applies problem solving skills to develop and justify explanations.			
Applies the ideas of identity, diversity, justice and action in social science learning.			

<b>Teacher:</b>			
<b>Drama</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Drama - Modified Curriculum</b>			
<b>Create</b>			
Contributes to artistic choices in drama.			
<b>Perform</b>			
Uses actor's tools of imagination and body or voice to communicate character traits or stories.			
<b>Respond/Connect</b>			
Shares personal connections to the drama work.			

<b>Teacher:</b>			
<b>Music</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Music - Modified Curriculum</b>			
<b>Respond and Connect</b>			
Chooses music appropriate for a specific purpose or context.			
<b>Perform</b>			
Performs selected music with expression and accuracy.			
<b>Create</b>			
Generates musical ideas for defined purposes and contexts.			

<b>Teacher:</b>			
<b>Physical Education</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>PE - Modified Curriculum</b>			
Contributes to a positive and safe learning environment by demonstrating knowledge of classroom protocols and expectations.			
Demonstrates the relationship between movement, good health, and health-related and skill-related fitness activities.			
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			
Participates daily in moderate to vigorous physical activity while performing basic movement patterns.			

<b>Teacher:</b>			
<b>Visual Arts</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>



<b>Visual Arts (Continued)</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Visual Art - Modified Curriculum</b>			
<b>Create</b>			
Engages collaboratively in exploration and imaginative play with materials.			
<b>Present/Produce</b>			
Prepares and selects artwork for display.			
<b>Respond/Connect</b>			
Reflects about choices made in creating artwork.			