



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):	
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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:	
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Teacher's Signature

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Evaluation Key for Academics and Effort	
4	Exceeding (demonstrates extended and complex understanding of the concept and or/skill of the standard)
3	Meeting (demonstrates a complete and correct understanding of the concept and/or the ability to perform the skill)
2	Approaching (demonstrates progress toward understanding the concept and/or ability to perform the skill)
1	Beginning (demonstrates a basic understanding of the concept and/or ability to perform the skill)
X	Not evaluated at this time
Modified Grading Scale	
M4	Exceeding (demonstrating mastery beyond modified standard. **Consider new modified standard or access to a grade level standard.)
M3	Meeting Based on a modified standard, demonstrates a complete and correct understanding of the concept and/or the ability to perform the skill.
M2	Approaching Based on a modified standard, demonstrates progress toward understanding the concept and/or ability to perform the skill.
M1	Beginning Based on a modified standard, demonstrates a basic understanding of the concept and/or ability to perform the skill.

Measurement and Data			
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.			
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.			
2.MD.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.			
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.			
Geometry			
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape			

Mathematics	F	W	S
Operations and Algebraic Thinking			
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.			
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			
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.			
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.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.			

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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 2.10 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 2.9 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			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 2.6 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			

Spanish			WRITING	English		
F	W	S		F	W	S
			W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion to reasons, and provide a concluding statement or section.			
			W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
			W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			
			W 2.8 Recall information from experiences or gather information from provided sources to answer a question.			



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Report Card Comments

Fall

Winter

Spring