

# COMMON CORE REPORT CARDS

The Common Core standards describe what a student should know and be able to do in English Language Arts and Math at each grade level. The Common Core standards are designed to be relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers. Our District report card is aligned to the Common Core standards.

This brochure explains some of the key features of the report card and the Common Core standards for Math and English Language Arts. If you have further questions feel free to contact your student's teacher or the school principal.



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# PARENT K-6 REPORT CARDS GUIDE



## GRADE 2

## DATES - 2017-18

REPORT CARD: DEC 14  
JUNE 6

PROGRESS REPORT: OCT 13  
MAR 16

## ENGLISH LANGUAGE ARTS

### SECOND GRADE STUDENTS WORK TOWARDS COMMON UNDERSTANDINGS IN THESE CRITICAL AREAS:

#### READING:

- Read and comprehend grade level fiction and nonfiction (informational) texts proficiently.
- Ask and answer questions, recount stories, and describe character reactions to events and challenges.
- Understand the ways in which authors use story structure and language to give meaning to the words of the text.
- Identify key details, the main topic of a text and the topics of related paragraphs, and be able to tell how events, ideas, or concepts are related.
- Use context clues, text features, and images/illustrations to help them comprehend informational text.

#### WRITING:

- Write a variety of text types, including opinions, nonfiction writing that introduces and gives facts about a topic, and narratives.
- Write pieces of varying length for many different purposes and audiences.
- Participate in shared research and writing projects, gathering information from resources provided by their teacher.
- With support and guidance from their teacher and classmates, revise and edit writing for clarity and grammar.
- Publish their writing using technology with help from adults.

#### SPEAKING & LISTENING:

- Effectively communicate with their peers and with their teacher.
- Communicate in large and small groups, following rules for discussions, linking their comments to others, and asking for clarification and explanation as needed.
- Clearly tell a story or recount an experience, and will create audio recordings and add visual displays to their presentations as needed.

#### LANGUAGE:

- Use grade-level appropriate grammar, conventions, and spelling.
- Develop vocabulary through reading in context, and by using knowledge of root words, prefixes, suffixes, and glossaries/dictionaries to determine the meanings of unknown words.
- Explore the real-life connections between words and their use, and distinguish the shades of meaning among closely related words.
- Use newly acquired vocabulary appropriately when speaking and writing.

## MATH

### SECOND GRADE STUDENTS WORK TOWARDS COMMON UNDERSTANDINGS IN THESE CRITICAL AREAS:

- Extending understanding of base-ten notation.
- Building fluency with addition and subtraction.
- Using standard units of measure.
- Describing and analyzing shapes.
- Students also work toward fluency with addition and subtraction within 20 using mental strategies and within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. They know from memory all sums of two one-digit numbers.



## ENGLISH LANGUAGE DEVELOPMENT

(Only applicable to Language Learners)

If your student is an identified English Learner, the appropriate box will be marked stating: *These grades are reflective of both content standards and English Language Development Standards.*

Your student's language development may change from one marking period to the next due to their language learning progression.

#### THE CA ELD STANDARDS ARE DESIGNED TO:

- Amplify the language knowledge, skills, and abilities of these standards, essential for school success;
- Be used **in tandem** with the CA Common Core State Standards for instruction and grading purposes;
- Create realistic expectations of what students should do with language;
- Set clear developmental stages of language;
- Provide families and caretakers with a tool for discussing learning progress and ways to support their children's language and development at home.

# KEY FEATURES

## Levels of Achievement: 4, 3, 2, 1

A standards-based report card's rubric approach (4,3,2,1) provides information about students' development of semester goals. Development is measured as: 4 = Thorough, 3 = Adequate, 2 = Partial, 1 = Minimal.

Your student's developmental progress may change from one marking period to the next due to a variety of factors. This means a student may meet the grade-level expectations during the first marking period, but as the expectations (rigor, language demands and/or ability) increase, the student may not demonstrate the same level of achievement during the next marking period.

Standards-based reporting separates the learning behaviors from their academic abilities while maintaining consistency among grade levels.

## Effort: +, ✓, —

Effort indicates students' completion of assignments, homework, attention to detail and perseverance.

+ = Strong Effort

✓ = Adequate Effort

— = Lack of Effort