



Matanuska-Susitna Borough School District

2nd Grade Standards-Aligned Report Card

School Year:

Student:

ID#:

Teacher:

Report card scores reflect the level of proficiency on Alaska grade-level standards your student should master by the end of the year.

Reporting Key

| | |
|-----------------------------------|---|
| 3 – Proficient | Independently meets grade-level standards |
| 2 – Approaching Proficient | Partially meets grade-level standards |
| 1 – Not Proficient | Does not meet grade-level standards |
| NM – Not Measured | Not measured at this this time |
| NE - No Evidence | No evidence demonstrated by student |

| Attendance | Q1 | Q2 | Q3 | Q4 |
|------------|----|----|----|----|
| Absences | | | | |
| Tardies | | | | |

| BEHAVIORS THAT SUPPORT LEARNING (CITIZENSHIP) | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| Adapts to activity change | | | | |
| Attendance supports learning | | | | |
| Exercises self-control | | | | |
| Follows directions, routines, and expectations | | | | |
| Interacts cooperatively with others | | | | |
| Respects the rights and property of others | | | | |
| Solves problems appropriately | | | | |
| MATH | Q1 | Q2 | Q3 | Q4 |
| Effort | | | | |
| Work Completion | | | | |
| OPERATIONS AND ALGEBRAIC THINKING | | | | |
| Represent and solve problems involving addition and subtraction (e.g., solve one- and two-step word problems (using numbers up to 100) | | | | |
| Add and subtract using numbers to 20 | | | | |
| NUMBERS AND OPERATIONS - BASE TEN | | | | |
| Understand place value (e.g., know ones, tens, hundreds; count up to 1000, skip-count by 5s, 10s and 100s; add and subtract using numbers up to 100) | | | | |
| Use place value understanding and properties of operations to add and subtract (e.g., add and subtract using numbers up to 1000 using models, drawing, or place value strategies) | | | | |
| MEASUREMENT AND DATA | | | | |
| Measure and estimate lengths in standard units (e.g., use standard tools such as rulers, yardsticks, meter sticks, and measuring tape; use units of inches, feet, yards, centimeters, and meters) | | | | |
| Relate addition and subtraction to length (e.g., use a number line to solve whole number addition and subtraction problems within 100) | | | | |
| Represent and interpret data (e.g., Collect, record, interpret, represent, and describe data in a table, graph or line plot) | | | | |

| ENGLISH LANGUAGE ARTS | Q1 | Q2 | Q3 | Q4 |
|--|-----------|-----------|-----------|-----------|
| Effort | | | | |
| Work Completion | | | | |
| READING STANDARDS FOR LITERATURE | | | | |
| Key Ideas and Details | | | | |
| Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text | | | | |
| Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose lesson or moral | | | | |
| Organization and Structure | | | | |
| Describe the overall structure of a story, including how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved | | | | |
| READING STANDARDS FOR INFORMATIONAL TEXT | | | | |
| Key Ideas and Details | | | | |
| Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text | | | | |
| Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text | | | | |
| Organization and Structure | | | | |
| Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area | | | | |
| Identify the main purpose of a text, including what the author wants to answer, explain, or describe | | | | |
| Integration of Knowledge and Ideas | | | | |
| Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text | | | | |
| READING STANDARDS: FOUNDATIONAL SKILLS | | | | |
| Phonics and Word Recognition | | | | |
| Know and apply grade-level phonics and word analysis skills in decoding words (e.g., distinguish long and short vowels, decode two-syllable words with long vowels, and words with common prefixes and suffixes) | | | | |
| Fluency | | | | |
| Read with sufficient accuracy and fluency to support comprehension. (e.g., read on-level text with purpose, understanding, appropriate rate, and expression) | | | | |
| WRITING STANDARDS | | | | |
| Effort | | | | |
| Work Completion | | | | |
| Text Types and Purposes | | | | |
| Write opinion pieces in which they introduce the topic, state an opinion, use linking words to connect opinions and reasons, supply a fact, reason for the opinion, and end with one or more sentences that restates their opinion | | | | |
| Write informative texts in which they name a topic, supply some facts about the topic, and provide a concluding statement | | | | |
| Use narrative writing to recount a well elaborated event or short sequence of real or imagined events; include details to describe actions, thoughts and feelings, and use linking words to signal event order | | | | |
| SPEAKING AND LISTENING STANDARDS | | | | |
| Presentation of Knowledge and Ideas | | | | |
| Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences | | | | |
| LANGUAGE STANDARDS | | | | |
| Conventions of Standard English | | | | |
| Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) | | | | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | | | | |
| Vocabulary Acquisition and Use | | | | |
| Use sentence-level context as a clue to the meaning of a word or phrase | | | | |
| Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g, birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark) | | | | |

| SCIENCE | Q1 | Q2 | Q3 | Q4 |
|--|-----------|-----------|-----------|-----------|
| Effort | | | | |
| Work Completion | | | | |
| Physical Science: Structure and Properties of Matter | | | | |
| Life Science: Ecosystems | | | | |
| Earth's Systems: Wind, Water, and Land | | | | |
| SOCIAL STUDIES | Q1 | Q2 | Q3 | Q4 |
| Effort | | | | |
| Work Completion | | | | |
| Understanding of concepts including government, geography, and history | | | | |
| HEALTH | Q1 | Q2 | Q3 | Q4 |
| Understanding of concepts | | | | |
| PHYSICAL EDUCATION | Q1 | Q2 | Q3 | Q4 |
| Behaviors that support learning | | | | |
| Fitness development | | | | |
| Motor skill development | | | | |
| MUSIC | Q1 | Q2 | Q3 | Q4 |
| Effort | | | | |
| Behaviors that support learning | | | | |
| Standards of the music curriculum | | | | |
| TECHNOLOGY LITERACY | Q1 | Q2 | Q3 | Q4 |
| Digital citizenship | | | | |
| Technology skills | | | | |



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Student:

ID#:

Teacher:

For more specific information, please refer to the Alaska State Standards available at:
<https://education.alaska.gov/akstandards/standards>

Teacher Comments

Quarter 1

Quarter 2

Quarter 3

Quarter 4