

Grade 2 Report Card Guide

Columbia Heights Public Schools uses a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** CHPS uses standards-based reporting, and **how** to read your student's report card.

What is standards-based reporting?

The state of Minnesota has identified standards for all subject areas. These standards identify what students should know and be able to do. Districts are required to implement these standards to ensure all students have access to high-quality content and instruction. In a standards-based reporting system, students' academic performance is measured relative to grade level standards.

Why standards-based reporting?

A standards-based reporting system provides:

- Clear targets for students and families that explain what is expected of students by the end of the year
- A more thorough explanation of the skills and concepts needed in order for students to meet each standard
- Information about students' current academic progress in relation to where they need to be by the end of the year
- Objective grading criteria for all students; students are scored based on the level at which they show proficiency of the standard, not how they perform relative to other students
- A focus on evidence of learning

Columbia Heights Public Schools values families as partners. We commit to providing families with timely, accurate, and useful information about student progress.

Please do not hesitate to reach out with any questions you have about your student's report card.

How do I read my student's report card?

To represent the different levels of performance your student will demonstrate during the learning process, you will see the numbers 1, 2, 3 and 4. The expectation is that students will achieve a 3 (Meets Grade Level Standard) **by the end of the year**. In standards-based reporting, 1s and 2s are expected and progress is celebrated!

1	2	3	4
<p>Does Not Meet Grade Level Standard</p> <p>Anything less than criteria for "In progress."</p>	<p>In Progress Toward Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires with guidance and support.</p>	<p>Meets Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently.</p> <p>End of Year Goal</p>	<p>Above Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently, in addition to the benchmarks in the next grade level.</p>

Social Skills

Elementary students in Columbia Heights Public Schools learn social skills through the acronym CARES. The following social skills categories are marked on report cards:

Cooperation	Shows cooperation
Assertion	Shows assertion in appropriate ways
Responsibility	Takes responsibility for actions and work
Empathy	Shows empathy
Self-Control	Demonstrates self-control



Language Arts

The Language Arts portion of the report card is divided into three categories: Reading; Writing; and Listening, Speaking, Viewing & Exchanging Ideas. Each section identifies the Minnesota English Language Arts (ELA) anchor standards for the grade level. Each anchor standard is the same for all grade levels K–12, with benchmarks that are grade-level specific. Benchmarks describe the skills and concepts expected by the **end of the grade level**.

Reading Standards	To meet this grade level standard, the student can...
Demonstrates understanding of spoken words, syllables and sounds (phonemes)	Identify, blend, segment and manipulate syllables in multisyllabic words and sounds in 5-phoneme words, including consonant blends.
Knows and applies grade-level phonics and word analysis skills in decoding words	<ul style="list-style-type: none"> • Demonstrate knowledge of the spelling-sound correspondences for the common vowel graphemes. • Decode multisyllabic words that include prefixes, suffixes and vowel digraphs. • Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
Reads grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension	Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.
Reads and comprehends a variety of grade-level texts independently	<ul style="list-style-type: none"> • Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text to text connections, and building on strategies learned in previous grade levels, with guidance and support. • Select, read, and comprehend texts that address academic tasks, proficiently at grade 2 text complexity. • Locate, select, and read texts on a topic of personal interest.

Reading Standards, continued	To meet this grade level standard, the student can...
<p>Reads critically to understand and make meaning of themes and central ideas in fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text; recount the text. • Identify the central idea, message, or moral of a text and one or two supporting details. • Identify characters, setting, conflict, resolution, and events, in literary text. • Describe the connection between a series of events, concepts, or steps in a procedure, in informational text.
<p>Applies knowledge of how fiction and non-fiction texts are organized to make meaning</p>	<ul style="list-style-type: none"> • Identify the purpose of chapters of a book, scenes of a play, and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person). • Identify informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, and hyperlinks). • Identify and explain how images are used to illustrate ideas and narratives in a text.
<p>Analyzes how multiple factors influence the content, meaning, and style of fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Identify the author or story teller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the story teller's perspective and identity • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text. • Identify if the text is informational or literary, and support with evidence.
<p>Examines the impact of vocabulary and word choice on content, style and meaning in fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Recognize how multiple meaning words and phrases impact the meaning or tone of text in stories or poems. • Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools.
<p>Accesses, gathers, and assesses relevant information from a variety of sources.</p>	<ul style="list-style-type: none"> • Collect information from two or more sources on a topic of personal interest or academic focus. • Articulate relevance of sources to task and topic (e.g., factual and opinion pieces).



Writing Standards	To meet this grade level standard, the student can...
Applies rules of the written English language to express ideas in writing	<ul style="list-style-type: none"> • Use correct punctuation (end punctuation), spelling (high frequency words), and capitalization (first word in sentence and proper nouns), authentically in writing. • Apply spelling patterns and rules to spell words authentically in writing. • Use nouns (common, proper, possessive, and plural), verbs (regular and irregular), and frequently occurring adjectives, conjunctions, and prepositions in simple sentences, authentically in writing.
Writes routinely for various purposes	<ul style="list-style-type: none"> • Write routinely, including illustration, for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks). • Write to express ideas representing personal perspective, identity and voice, as a part of a group.
Develops and strengthens writing by using a writing process	Plan, draft, revise, edit and publish writing, using self-reflection and teacher guidance.
Expresses opinions, supports claims, and persuades using reasoning and evidence through writing	Write to state a personal opinion, provide several reasons for the opinion, and include introductory and concluding statements.
Write to inform, explain or respond to a topic, fiction text or non-fiction text	<ul style="list-style-type: none"> • Write to inform or explain, using details to show understanding of the topic and including an introductory and concluding statement. • Write to respond to characters, setting and conflict in a story.
Writes narratives, poetry, and other creative texts to express ideas	<ul style="list-style-type: none"> • Write to tell a story, introducing conflict to a character and setting. • Use words that signal changes in situation in written narratives, poetry or other creative text (e.g., next, surprisingly).
Asks questions and conducts research to create texts and presentations for a variety of purposes and audiences	<ul style="list-style-type: none"> • Ask and answer on-topic questions to research background information using resources vetted by teacher. • Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing (e.g., search terms, choosing relevant sources).
Uses and cites sources appropriately to support writing	Demonstrate a basic understanding of and respect for the rights and obligations of using and sharing intellectual property and avoiding plagiarism (e.g., What work is yours? What work is someone else's?).



Listening, Speaking, Viewing and Exchanging Ideas Standards	To meet this grade level standard, the student can...
<p>Exchanges ideas in discussion and collaboration as a listener, speaker, and participant</p>	<ul style="list-style-type: none"> • Help create and follow agreed-upon norms for a discussion, (e.g., speaker, listener, participation, questioning), respectful of culture. • Participate as speaker and listener, building on and linking to the comments of others. • Express one's own ideas, stories and experiences. • Help to establish group member roles and timeline for work. • Identify and work toward a shared goal. • Follow sequence of a story or discussion, or steps in a process. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues. • Demonstrate ability to receive and act on feedback from others and self-reflection.
<p>Uses spoken language to communicate ideas effectively with others, considering audience and context</p>	<p>Demonstrate basic understanding and use of descriptive language and features of spoken language (including volume, intonation, phrasing, speed, pausing, stress, rhythm and gestures).</p>
<p>Creates written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.</p>	<ul style="list-style-type: none"> • Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles. • Create and share work, choosing a digital tool from teacher-provided lists, and critique effectiveness of chosen tool regarding the task, purpose and audience (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression), demonstrating understanding of digital footprint.



Math

The Math section of the report card identifies priority standards for that grade level. These standards do not represent all of the standards that will be taught and assessed throughout the year, but rather essential standards for students to become proficient in before the next grade level.

Math Standards	To meet this grade level standard, the student can...
Reads, writes and shows whole numbers up to 1000 in a variety of ways	Independently say a number, write a number in standard and expanded form, and show a number by using base-10 blocks.
Understands the value of ones, tens, and hundreds	Name digits in a three digit number and explain their value.
Uses mental math and written strategies to add two-digit numbers	Independently use mental math and written strategies to add two-digit numbers.
Uses mental math and written strategies to subtract two-digit numbers.	Independently use mental math and written strategies to subtract two-digit numbers.
Uses strategies to solve real world problems	Independently read and interpret real world problems and select an appropriate operation and strategy to solve.
Uses strategies for solving basic addition facts	Use strategies for solving basic addition facts efficiently.
Uses strategies for solving basic subtraction facts	Use strategies for solving basic subtraction facts efficiently.
Compares two and three-dimensional figures	Compare two and three-dimensional figures using developing vocabulary.
Creates and uses simple number patterns to solve problems	Independently create and use simple number patterns to solve problems.
Uses number sentences to model real world problems	Independently read and interpret real world problems and create number sentences with variables to model problems.

Science

The Science section of the report card is organized around the four strands of the Minnesota Science Standards. Each strand is the same for all grade levels K–12, with benchmarks that are grade-level specific.

Science Standards	To meet this grade level standard, the student can...
Develops relevant questions to design and conduct investigations	Ask questions to design and conduct investigations.
Records and interprets observations and data	Record and explain their observations.
Uses scientific principles and the engineering process to design reasonable solutions	Use scientific principles to create a model.
Creates and communications scientific arguments using evidence	Use scientific evidence to explain their design or findings.



Specialists

Students in Columbia Heights Public Schools have the opportunity to engage in Visual Arts, Music, and Physical Education classes. Specialist teachers report on priority standards from that content area.

Visual Arts Standards	To meet this grade level standard, the student can...
Uses knowledge and understanding of the elements and principles of design to create original artwork	Create artwork that demonstrates an understanding of the use of design elements and principles.
Uses knowledge and understanding of the elements and principles of design to discuss and present artwork	Present and discuss artwork using art concepts and vocabulary and describe the artistic choices that they have made independently.
Demonstrates skillful use of art materials	Make intentional choices about the use of art materials to produce work that is neat and complete, with attention to detail.
Music Standards	To meet this grade level standard, the student can...
Demonstrates accurate and expressive vocal skills	Demonstrate clear and correct tone and pitch most of the time within appropriate grade level repertoire.
Demonstrates accurate and expressive instrumental skills	Demonstrate present and clear beat instruments most of the time within appropriate grade level repertoire
Physical Education Standards	To meet this grade level standard, the student can...
Actively engages in required activities	Self-initiate participation in required activities.
Demonstrates a variety of motor skills and movement patterns	Complete grade-level appropriate motors skills and movement patterns independently and and with automaticity.
Applies rules, uses equipment appropriately, and works cooperatively with others	Know, understand, and follow rules, demonstrate respect and appropriate use of equipment, and work cooperatively with peers.
Uses feedback to improve performance	Willingly receive feedback and use feedback to improve performance.