



Report Card Family Guide

Grade 2

Greetings, Cambrian Families,

At Cambrian, we value your partnership in supporting all aspects of your child's education and growth. Cambrian has created the Standards-Based Report Card (SBRC) as a tool to support two-way communication between you and your child's teacher regarding your child's progress toward mastery of standards.

This **Report Card Family Guide** has been specially designed for you to use with your child's report card. In this document, you will find important learning in each content area for the grade level.

Overview of the Report Cards

[Cambrian School District's Mission](#) calls for mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in various fields and areas of interest. **The CSD Report Cards are intended to communicate progress toward mastery of these skills and standards.**

All CSD students in grades TK-5 receive marks in the following areas: Social-Emotional Development, Language Arts, History/Social Studies, Mathematics, Science, Physical Education, and Visual and Performing Arts. Students who are English Learners receive additional marks indicating their progress in learning English.

Students receive marks that show progress of current grade-level standards. Mastery of standards is indicated with a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. All students receive proficiency level indicators for the standards at their grade level. English Learners will also receive additional marks for their proficiency in English related to the CA English Language Development (ELD) Standards. Refer to the first page of your child's report card to view the Proficiency Level Indicators for Content Standards and English Language Development Standards.

Cambrian Successful Learner Behaviors

Cambrian students will be prepared to contribute as global citizens by engaging in a school environment that emphasizes Communication, Collaboration, Problem-Solving, and Innovation.

Second Graders will:

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| Communicate | Participate in activities that foster strong communication skills across multiple platforms, disciplines, and audiences. |
| Collaborate | Be empowered to work together effectively. |
| Problem Solve | Participate in a learning environment where students become confident, effective critical thinkers. |
| Innovate | Be inspired to introduce new ideas through creative thinking and problem-solving skills that address community needs. |

Digital Literacy

Second Graders will:

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| Use technology responsibly to learn, create, and participate | <ul style="list-style-type: none"> Abide by the Cambrian Technology Usage Agreement, which includes using the Internet safely and responsibly and demonstrating kindness and respect in digital communication. |
| Use technology to create and curate digital resources and digital work products | <ul style="list-style-type: none"> With support, turn on the device, log in to Clever, and open and use Cambrian-approved applications to demonstrate learning. |

English Language Arts

In Grade 2, students will continue to build connections between reading, writing, and language. In reading, they strengthen their comprehension skills by asking and answering questions about a text. They talk about characters, identify the main topic, and see the connections between texts. Second graders write their stories with details and write informative and opinion pieces with introductions, reasons, and conclusions. They will tell a story to an audience.

Second Graders will:

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| Reading | <ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words, such as distinguishing between short and long vowels, vowel teams, common prefixes and suffixes, etc. Retells major events of a story with detail and understands the author's purpose and the message of the story (such as the moral or lesson). Explains and understands how the author uses reasons to support specific events or points in a text. Identifies informational text and distinguishes between the main idea and the supporting details of the text. Uses nonfiction text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information efficiently. Compare and contrast narrative texts and information texts on the same topic. Read with sufficient accuracy and fluency (appropriate rate and expression) to support comprehension. Determine the meaning of unknown and multiple-meaning words and phrases using a variety of strategies. These strategies include using context clues, recognizing known root words, prefixes or suffixes, or using glossaries and dictionaries. |
| Writing | <ul style="list-style-type: none"> Write a narrative (story) with details, actions, and an ending. Write an informative piece with an introduction, facts, and a conclusion. Write an opinion piece with a stated opinion supported by reasons with a conclusion. Use grade-level writing conventions, such as appropriate capitalization, correct use of commas, apostrophes, and quotation marks, and application of learned spelling patterns. |

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| | <ul style="list-style-type: none"> Use technology to produce and publish writing and collaborate with peers, with adult support. |
| Speaking & Listening | <ul style="list-style-type: none"> Participate in collaborative conversations with peers and adults in small and large groups. This involves asking and answering questions and listening respectively. |

Math

Being prepared for the 21st-century workforce requires being able to do more than simply compute or carry out procedures. Children need conceptual understanding, procedural fluency, and know-how, why, and when to apply this knowledge to answer questions and solve problems. They need to be able to reason mathematically and communicate their reasoning effectively to others. Therefore, how your child learns about math may look different from how math was taught previously. The Common Core State Standards provide a framework for broadening what it means to do and learn math.

Mathematical Learning Behaviors

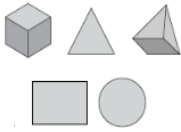
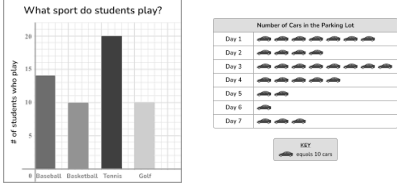
The Mathematical Learning Behaviors describe ways in which students increasingly should engage with the subject matter as they grow in mathematical maturity and expertise. They are a balanced combination of procedure and understanding.

Second Graders will:

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| Reason about problems, explain thinking, and consider thinking of others | Use concrete models, drawings, mathematical expressions, and/or words to solve multi-step word problems in a clear and logical way, while also being able to understand alternative ways of solving the same problem. |
| Can solve a variety of word problems | Solve single and multi-step problems, including problems involving adding to and taking from unknowns in different positions, such as $100 - __ = 45$. |

Second Graders will:

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| Build fluency to add and subtract within 20. Work with equal groups to build a foundation for multiplication. Use addition to find the total number of objects arranged in a rectangular array, and write it as an equation. Use place value concepts to accurately add and subtract within 1000. | |
| Measure length using appropriate tools such as a ruler, yardstick, and measuring tape; estimate and record units in inches, feet, centimeters, and meters. Write and tell time to the nearest five minutes. Solve word problems involving length, dollars, quarters, dimes, nickels, and pennies. | |
| Extend understanding of base-10 notation. Write numbers up to 1000 and understand the value of each digit. Mentally add and subtract 10 or 100 to a number. Understand place value as composing and decomposing 1s, 10s, or 100s. Use place value concepts to accurately add and subtract within 1000. | |

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| <p>Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition rectangles and circles into equal shares and describe them as halves, thirds, and fourths.</p> |  |
| <p>Represent and interpret categorical data in bar graphs and picture graphs.</p> |  |

Science

Cambrian continues to utilize the **Next Generation Science Standards (NGSS)**, which include a greater focus on Science and Engineering Practices: what real scientists and engineers do as part of their work. Emphasis on practices, rather than solely on memorizing scientific facts, better prepares students for future opportunities within the fields of science and engineering and allows all students to become more scientifically literate citizens who can think critically about issues that matter, from healthcare to the environment.

Second Graders will:

Ask Questions, Develop and Use Models, Plan and Conduct Investigations, and Design Solutions.

- Ask and identify questions that can be answered by an investigation
- Use scientific models to represent relationships, such as size and pattern, in the natural and human-made world
- Plan and conduct investigations collaboratively and evaluate different ways of collecting data to best answer a question
- Design or build a device that solves a specific problem and compare multiple solutions to a problem

History/Social Studies

In second grade, students will explore the lives of people who made a difference in history. They continue to build on the idea of long ago and now by learning about their own history. They will also learn more about how our economy works.

Second graders will:

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| <p>History/ Social Studies</p> | <ul style="list-style-type: none"> • Understand the purpose of government, the use of laws, and the role of a citizen or member of a community. • Demonstrate map skills by using a letter-number grid map. • Know the features of a map (legend, compass, title, etc.) and label from memory a basic map of North America, including countries, oceans, major bodies of water (such as The Great Lakes and the Mississippi River), and significant mountain ranges. • Trace family history and compare/contrast long ago vs. now. • Know how heroes of the past made a difference in others' lives.. |
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| | <ul style="list-style-type: none"> • Understands basic economic concepts such as consumer and producer and their roles in the economy. |
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Visual & Performing Arts

Students in all grades are taught according to the **Visual and Performing Arts Standards for California Public Schools** adopted by the **California State Board of Education**. Students are graded in Creative Engagement for both Art and Music.

Physical Education

Physical Education is a content area where your student will participate in various activities focusing on motor skills, movement patterns, physical fitness, goal setting, healthy lifestyle choices, and positive social interactions. Based on CA State Physical Education Content Standards, students will be graded on 3 Motor Skills/Movement Patterns and 2 Cognitive Concepts. Physical Education is a comprehensive instructional program that differs from recess, free play, recreational sports, and athletics. PE Specialists and Classroom Teachers collaborate to provide high-quality instruction and meet the mandated minutes required by California State law. Kindergarten through 5th grade will receive no less than 100 minutes of Physical Education class time every week. Ultimately, our vision is that students become confident, active, and healthy lifelong movers.

English Language Development

The English Language Development (ELD) Section on the report card is only completed for students who are English Learners (ELs). The ELD section includes statements from the California English Language Development Standards, which describe key skills and knowledge needed by students learning English.

The California ELD Standards describe a continuum of increasing language proficiency.

- **Well Developed:** Students at this level have well-developed English skills for the domain. They can use English to learn and communicate in meaningful ways, but they may occasionally need help using it.
- **Moderately Developed:** Students at this level have somewhat to moderately developed English skills for the domain. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
- **Beginning to Develop:** Students at this level have minimally developed English skills for the domain. They may be able to use known words and phrases in English to communicate meaning at a basic level. They may need substantial help using English.

Summative English Language Proficiency Assessments for California (ELPAC)

What is reported on the Report Card?

There are four performance levels that a student can achieve on the Summative ELPAC: 1, 2, 3, or 4, with four being the highest. The report of results for each student gives the oral language score (a combination of listening and speaking scores), the written language score (a combination of reading and writing), and the **overall score** (a combination of the oral and written scores).

What is Summative ELPAC?

California law requires that school districts administer an English proficiency test annually to students who are English learners. This test is called the English Language Proficiency Assessments for California (ELPAC). The Summative ELPAC is taken each spring.

What is the purpose of the Summative ELPAC?

- To assess English Language Development in English learners in Transitional Kindergarten through twelfth grade
- To check their progress in learning English each year

What does the Summative ELPAC cover?

The Summative ELPAC covers listening, speaking, reading, and writing for all grades tested. It is based on California English language development standards adopted by the State Board of Education.

When do families receive the results?

Results for the spring administration of the Summative ELPAC are mailed to families each Fall. Report cards display Summative ELPAC scores from the previous school year.

For students new to California, the Initial ELPAC is administered in the fall to place them into English Language Development (ELD) classes. The initial results are given to parents in the fall, and these students will also be assessed in spring with the Summative ELPAC.

Additional Resources for Multilingual Learner Families

- For information about **reclassification**, go to <https://www.cambriansd.org/departments/educational-services/multilingual-learner-program>
- More information can be found on the CA Department of Education ELPAC Resource page at cde.ca.gov/ta/tg/ep