



Dover Public School District

Grade 2 Report Card

School Year:

Student:

Teacher:

Date:

Key for Performance Levels

(The goal is for all students to reach Level 3 proficiency by the end of the year.)

4 - Exceeds Standards	3 - Meets Standards	2 - Approaches Standards	1 - Needs Support
Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.	Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.	Inconsistently grasps and applies key concepts, processes, and skills. Progressing toward stated benchmarks.	Not grasping key concepts, processes, and skills. Areas of concern that require support.
N/A - Not assessed this time			

ENGLISH LANGUAGE ARTS

Marking Period

Foundational Skills: Reading Language	1	2	3	4
Knows and applies grade-level phonics and word analysis skills				
Reads with sufficient accuracy and fluency to support comprehension				
Foundational Skills: Writing Language				
Writes legibly and with sufficient fluency to support comprehension				
Writes the most common graphemes for each phoneme				
Demonstrates command of encoding and spelling (single, two and three-syllable words, suffixes)				
Demonstrates command in the use of conventions of writing (sentence parts, capitalization, punctuation)				
With assistance, creates simple sentence paragraphs with a main idea				
Determines or clarifies the meaning of unknown and multiple-meaning words and phrases				
Demonstrates understanding of figurative language, word relationships, and nuances in word meanings				
Reading Literature Domain				
Poses and responds to questions, referencing the text for key details				
Recounts a text in oral and written form and determines the central message				
Describes how characters in a story respond to major events and challenges using key details within a text				
Analyzes text structure, noting how it introduces, concludes, and builds on earlier sections				
Acknowledges differences in the points of view of characters				
With guidance, utilizes text illustrations and words to grasp characters, setting, or plot				
Compares and contrasts literary versions of the same story by different authors or from different cultures				
Reading Informational Text Domain				
Asks and answers questions to demonstrate understanding of key details in an informational text				
Recaps text orally and in writing, identifying the main topic, particularly in multi-paragraph informational text				
Explains the relationship between historical events, scientific ideas, or sequential steps within a text				
Compares two informational texts on the same topic by different authors or cultures				
Analyzes text structure, utilizing features like graphs, charts, images, and headings for key information				
Identifies the main purpose of a text, including the author's exploration, explanation, or description				
Writing Domain				
With prompts and support, writes opinion pieces to present an idea with reasons and information				
Writes informative/explanatory texts to examine a topic and convey ideas and information				
Writes narratives based on real or imagined experiences or events with basic story elements				
With guidance, develops and strengthens writing through planning, revising, and editing				
Speaking and Listening Domain				
Engages effectively in a range of grade-level collaborative discussions (one-on-one, in groups, teacher-led)				

MATHEMATICS

Marking Period

Operations and Algebraic Thinking	1	2	3	4
Solves addition, subtraction, and comparison problems with numbers up to 100				
With accuracy and efficiency, adds and subtracts within 20 using mental strategies				
Determines whether a group of objects (up to 20) has an odd or even number of members				
Adds objects in arrays up to 5x5, writing equations for totals				
Numbers and Operations in Base Ten				
Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones				
Counts within 1000; skip-counts by 5s, 10s, and 100s				
Reads and writes numbers up to 1000 using base-ten numerals, number names, and expanded forms				
Compares three-digit numbers using the symbols $>$, $=$, $<$ based on their hundreds, tens, and ones digits				
With accuracy and efficiency, add and subtract within 100 using strategies based on place value				

Student:

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MATHEMATICS (cont.)	Marking Period			
	1	2	3	4
Numbers and Operations in Base Ten (cont.)				
Add up to four two-digit numbers using strategies based on place value and properties of operations				
Add and subtract within 1000, using concrete models or drawings and strategies based on place value				
Mentally add or subtract 10 or 100 from numbers within 100–900				
Measurement				
Measure the length of an object by selecting and using appropriate tools				
Measure the length of an object twice, using length units of different lengths for the two measurements				
Estimates and measures lengths using various units, comparing object sizes				
Use addition and subtraction within 100 to solve word problems involving lengths given in the same units				
Tell and write time from analog and digital clocks to the nearest five minutes, using a m and p m				
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies				
Data Literacy				
Identify what could count as data and understand that people collect data to answer questions				
Measures lengths of objects to the nearest whole unit and represents data on a line plot				
Create picture and bar graphs (single-unit scale) to display data with up to four categories				
Geometry				
Recognize and draw shapes having specified attributes				
Divides shapes into equal parts, using terms like halves, thirds, and quarters				

SOCIAL STUDIES	Marking Period			
	1	2	3	4
Demonstrates understanding of grade-level concepts and skills				
Communicates ideas through writing, drawing, and discussion				

SCIENCE	Marking Period			
	1	2	3	4
Demonstrates understanding of grade-level concepts and skills				
Uses appropriate science process skills: observing, describing, sorting, predicting, and recording				
Asks questions and conducts science investigations to test ideas				
Communicates ideas through writing, drawing, and discussion				

BEHAVIORS THAT SUPPORT LEARNING <small>O-Outstanding S-Satisfactory N-Needs Improvement U-Unsatisfactory</small>	1	2	3	4
	Shows enthusiasm for learning			
Demonstrates Effort				
Interacts well with peers and adults				
Respects others				
Stays on task				
Works independently				
Works cooperatively				

ATTENDANCE	1	2	3	4
	Days Absent			
Days Tardy				

TRIMESTER COURSES				
ENRICHMENT	1	2	3	
	Demonstrates understanding of skills and concepts			
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				

TECHNOLOGY	1	2	3	
	Demonstrates understanding of skills and concepts			
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				

SPANISH	1	2	3	
	Demonstrates understanding of skills and concepts			
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				

ART	1	2	3	4
	Demonstrates understanding of skills and concepts			
Behaviors That Support Learning				
Follows directions and classroom rules				
Participates in class activities				
Handles materials and equipment responsibly				
HEALTH	1	2	3	4
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				
PHYSICAL EDUCATION	1	2	3	4
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				
LIBRARY/MEDIA	1	2	3	4
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in discussions and activities				
Stays on task				
Completes work/projects				
MUSIC	1	2	3	4
Demonstrates understanding of skills and concepts				
Behaviors That Support Learning				
Participates in musical activities				
Follows directions				
Respects class rules				
ESL	1	2	3	4
Behaviors That Support Learning				
Participates in discussions and activities				

BEHAVIORS THAT SUPPORT LEARNING

O - Outstanding S - Satisfactory
 N - Needs Improvement U - Unsatisfactory

Student:

Teacher:

Date:

NARRATIVE TEACHER COMMENTS

MP1 Comments:

MP2 Comments:

MP3 Comments:

MP4 Comments:

