Name:	
Student ID:	
School:	
Teacher:	
Principal:	
Year: 2024-2025	

Cambrian School District
Grade 2 Report Card
California Content Standards

Reporting Periods	Attendance	T1	T2	T3
T1 = 1st Trimester	Days Absent	0	0	0
T2 = 2nd Trimester	Days Tardy	3	3	3
T3 = 3rd Trimester	Days Independent Study	0	0	0

The Grade 2 Report Card is a tool for the Cambrian School District (CSD) to communicate with you regarding your child's progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 3rd grade. For detailed information about the proficiency levels for each standard listed, please see the online CSD Report Card Family Guide.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Grade 2 Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.
Standards	Standard statements identify what students should know and be able to do. Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/.
Family Guide	The Family Guide provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards

4	**Exceeds current standard**	Student demonstrates a thorough and in-depth understanding of current grade level standard.
3	**Meets current standard**	Student consistently demonstrates mastery of standard.
2	**Approaching standard**	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	**Not yet approaching standard**	Student needs more practice in understanding the standard.
/	**Not Assessed**	

Proficiency Level Indicators for Successful Learner Behaviors

Pro	**Proficient**	Consistently meets behavior standard
Dev	**Developing**	Sometimes meets behavior standard
Emerg	**Emerging**	Rarely meets behavior standard

Cambrian Successful Learner Behaviors	T1	T2	T3
Demonstrates best effort (Perseverance)			
Demonstrates creative thinking & problem solving (Innovator & Problem Solver)			
Demonstrates self-control (Communicator)			
Displays a growth mindset when encountering challenges (Perseverance)			
Follows classroom behavior expectations (Collaborator)			
Follows school behavior expectations (Collaborator)			
Manages time effectively to complete classwork (Problem Solver)			
Organizes work and materials (Problem Solver)			
Shows respect for self, others, and property, "Follows the group plan" (Collaborator)			
Uses technology responsibly to learn, create, and participate. (Innovator & Problem Solver)			
Uses technology to create and curate digital resources and digital work products. (Communicator)			
Works cooperatively (Collaborator)			
Works independently (Innovator & Problem Solver)			
English Language Arts	**T1**	**T2**	**T3**
Reading			
Uses grade level phonics and word analysis strategies to read unknown words in a text			
Retells major events of a narrative story and understands author's purpose			
Explains how the author uses reasons to support specific points in a text			
Identifies the main idea and supporting details of informational text			
Compares and contrasts stories and informational texts on the same topic			
Reads grade level texts accurately and with understanding			
Writing			
Writes narratives about events in the correct order; includes details, and provides a sense of closure			
Writes informative/explanatory pieces; names the topic, supplies some facts, and provides a sense of closure			
Writes opinion pieces; states an opinion, supplies a supporting reason, and provides a sense of closure			
Uses grade level writing conventions for capitalization, punctuation, and spelling			
Speaking and Listening			
Participates in discussions, asks and answers questions about topics and texts			
Mathematics	**T1**	**T2**	**T3**
Mathematical Learning Behaviors			
Reasons about problems, explains thinking, and considers thinking of others			
Uses concrete models and drawings to solve multi-step word problems involving situations of adding to and taking from with unknowns in different positions			
Mathematical Skills			
Fluently add and subtract within 20			
Uses addition to find the total number of objects arranged in a rectangular array, and writes as an equation			
Uses place value concepts to accurately add and subtract within 1000			
Measures length using appropriate tools such as rulers, yardsticks, and measuring tapes; estimates and records units in inches, feet, centimeters and meters			
Solves word problems involving length			
Solves word problems involving dollars, quarters, dimes, nickels, and pennies			
Writes and tells time to the nearest five minutes			
Mentally adds and subtracts 10 or 100 to a number			
Understands place value as composing and decomposing 1s, 10s or 100s			
Uses tables, picture graphs, bar graphs, and line plots to represent and interpret data			
Identify triangles, quadrilaterals, pentagons, hexagons, and cubes			
Partitions rectangles and circles into equal shares and describes them as halves, thirds, and fourths			

Science and Engineering	T1	T2	T3
Physical Science: Solids & Liquids			
Life Science: Insects and Plants			
Earth Science: Pebbles, Sand and Silt			
Asks and identifies questions that can be answered by an investigation			
Uses scientific models to represent relationships, such as size and pattern, in the natural and human-made world			
Plans and conducts investigations collaboratively, and evaluates different ways of collecting data to best answer a question			
Designs or builds a device that solves a specific problem, and provides evidence to support their design decision			

History/Social Studies	T1	T2	T3
Understands the purpose of government, the use of laws, and the role of a citizen/being a member of a community			
Demonstrate map skills by using a letter-number grid map			
Locate North America, continents, oceans, major bodies of water, and mountains from memory			
Trace family history and compare/contrast long ago vs. now			
Knows how heroes of the past made a difference in others' lives			
Understands basic economic concepts (consumers and producers) and their role in the economy			

Visual and Performance Arts	T1	T2	T3
Music: Creative engagement			
Art: Creative engagement			

Physical Education	T1	T2	T3
Participation			
Gross Motor Skills			

Comments

Trimester 1

Trimester 2

Trimester 3

*** ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners only) ***

Proficiency Level Indicators for English Language Development (ELD) Standards

3: 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. They may occasionally need help using English.
2: Moderately Developed	Students at this level are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary & linguistic structures, and apply growing language skills in more sophisticated ways appropriate to their age & grade level.
1: Beginning to Develop	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
/	Not assessed this period

English Language Development Standards	T1	T2	T3
Contributes to discussions in all settings by taking turns and asking and answering questions			
Expresses an opinion to persuade & negotiate using basic learned phrases in conversations in all settings			
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing			
Describes ideas, experiences and key details from a variety of grade level texts and multimedia			
Understands and applies how writers and speakers use language			
Knows and applies basic literacy skills in reading and writing			

English Language Proficiency Assessments for CA (ELPAC) Scores (from previous year)

Test Date	Oral	Written	Overall	ELPAC Level Descriptors Key	Met Progress: Increased at least one level on two most recent Summative ELPAC assessments		
					T1	T2	T3
00/00/0000	0	0	0	4: Well Developed 3: Moderately Developed 2: Somewhat Developed 1: Beginning Stage 0: Not applicable/not available			

Assigned to Grade: _____ **Teacher SIgnature:** _____