

Understanding Your Grade 2 Report Card



The purpose of report cards is to give students, parents and families a clear summary of each child's individual progress towards mastery of grade level expectations, based on the Minnesota State Standards. Progress is reported in the areas of reading, writing, mathematics, art, music, PE, media literacy, and Spanish. In addition, we report overall understanding of our International Baccalaureate units of inquiry, which integrate all science and social studies content. Self-management and social skills are assessed and reported separately from academics. There is also a student self-reflection on the IB Learner Profile that goes home with each report card.

Content included in this Parent Guide

- **Top 10 Tips**
- **General Performance Scale Descriptions**
- **Overview of Academic Goals in each Subject Area**

IB Learner Profile Attributes

Thinkers
Knowledgeable
Principled
Open-minded
Balanced

Inquirers
Communicators
Caring
Risk-takers
Reflective



Top 10 Tips

Understanding your child's report card.

1. Report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from Kindergarten to grade 12.	6. Getting an "M" is good and should be celebrated! The Minnesota Academic Standards represent a high level of learning. Meeting expectations means students are right on track.
2. Academic scores are based only on what students demonstrate they know or are able to do. Learning habits, such as effort, participation, and social skills are marked separately.	7. Your child will not get a score for every indicator each semester. If the class did not focus on a particular strand during that particular semester, the space will be left blank or indicate N/A.
3. Teachers determine scores by reviewing all student work, including observations, practice work, tests and quizzes, and long-term projects.	8. All Science and Social Studies standards are reported through the school's International Baccalaureate Units of Inquiry. These units integrate these subject areas.
4. Scores are not based on an average of the evidence collected, but are based on the most consistent level of achievement, with an emphasis on the student's most recent performance.	9. Each semester, students have multiple opportunities to develop and demonstrate the attributes of the International Baccalaureate learner profile. A student self-reflection is included with each report card.
5. Performance indicators are as follows: ● E - Exceeds standards ● M - Meets standards ● P - Partially meets standards ● N - Does not meet standards ● N/A - Not assessed	10. The goal of the report card is to provide summary information. Please talk with your child's teacher about any questions you may have.

General Rubric and Descriptions

E	The student shows understanding of important information and applies understanding or exceeds expectations beyond what has been taught.
M	The student shows understanding of important information that has been taught.
P	Independently the student shows partial understanding of important information that has been taught or is able to show understanding with help .
N	The student does not demonstrate understanding of important information that has been taught.

Language Arts

Reading	Writing
<u>Reading</u> Comprehension and Response • Make text-to-text connections. • Ask and answer when, why, and how questions. • Provide one or two supporting details to support the main idea, message, or moral of a text. • Identify characters, setting, conflict, resolution, and events. • Describe the connection between a series of events, concepts, or steps in a procedure • Identify the purpose of chapters, scenes of a play, and stanzas of a poem. • Identify the author's choice of narrative point of view • Identify captions, bold print, subheadings, indexes, and hyperlinks. • Explain how images illustrate ideas and narratives. • Identify fact or fiction and share supporting evidence. • Recognize how multiple meaning words and phrases impact the meaning or tone in stories or poems. • Use strategies to determine meaning of new vocabulary. Foundations of Reading • Know and apply grade level phonics word analysis skills to decode words. • Identify, blend, segment and manipulate syllables in multi-syllabic words and sounds in five-sound words, including consonant blends. • Know the spelling-sound correspondences for the common vowel teams. • Decode multisyllabic words that include prefixes, suffixes and vowel digraphs. • Read high frequency words, in and out of context, with accuracy and automaticity Fluency • Read grade level texts fluently (accuracy, rate, expression).	<u>Writing</u> Writes to Inform • Ask and answer on-topic questions to research background information. • Conduct research from a variety of teacher-vetted resources. • Share findings in writing. • Demonstrate understanding and respect for others' shared thoughts and ideas. • Avoid plagiarism. Writes to Persuade • Consider the audience. • Include an introduction and conclusion. • Represent one's own personal perspective, identity and voice. • Provide several ideas to support the stated personal opinion Writes to Express Ideas • Introduce conflict to the characters and setting in a story. • Use words that signal changes in situations (e.g., next, surprisingly) Grammar, Conventions, and Spelling • Capitalize first words and proper nouns • Use correct end punctuation • Common, proper, possessive, and plural nouns • Frequently occurring adjectives • Conjunctions • Spell grade-level words authentically in writing
<u>Speaking and Listening</u> Exchanges ideas and communicates with others • Ask and answer questions to clarify comprehension • Build on and connect to the thoughts of others • Establish roles in a group • Work toward a shared goal	• Follow sequence in a story or discussion, or steps in a process • Receive and act on feedback from others • Self reflect • Use descriptive language • Use and understanding of volume, speed, pausing, stress, rhythm and gestures

Mathematics

Math Outcomes

Number and Operation

- Read, write, and represent whole numbers up to 1000
- Use place value to describe whole numbers between 10 and 1000 in terms of groups of hundreds, tens, and ones
- Find 10 more or 10 less than any given three-digit number. Find 100 more or 100 less than any given three-digit number
- Compare and order whole numbers up to 1000
- Use a variety of strategies to generate addition and subtraction facts
- Demonstrate fluency with basic addition and subtraction facts
- Use a variety of strategies to add two-digit numbers, including story problems
- Round numbers up and down to the nearest 10 and 100
- Estimate sums and differences up to 100
- Use addition and subtraction to solve problems involving tables, bar graphs, and tally charts

Algebra

- Identify, create, and describe simple number patterns
- Represent, interpret and solve number sentences involving addition, subtraction and unknown values
- Applies algebraic concepts to solve problems
- Represent, interpret and solve number sentences involving addition, subtraction and unknown values represented by a variable

Geometry and Measurement

- Name, describe, compare, and classify two-and three-dimensional figures
- Tell time to the quarter hour and distinguish between a.m. and p.m.
- Identify pennies, nickels, dimes and quarters, and find the value of a group of coins
- Understand that the size of the unit affects the number of units needed to measure length (e.g., it takes more paper clips than markers to measure the length of a table)
- Use a ruler to measure length to the nearest centimeter or inch

Units of Inquiry

Curriculum in International Baccalaureate schools is organized through units of inquiry that integrate multiple subject areas. Under each unit of inquiry, your child's report card states the central idea that frames the focus of the unit. All social studies and science content are taught within six thematic units. The themes are:

Who we are

Where we are in place and time

How we express ourselves

How we organize ourselves

How the world works

Sharing the Planet

The big ideas in social studies are science are:

- Mapping skills and timelines
- Geographic representation
- Democracy and voting
- Rights and responsibilities of citizens
- Civic identity
- Cultural identity
- Similarities and differences in cultures

- Habitats and human impact
- Adaptation
- Physical characteristics of animals
- Historical evidence
- Innovation
- Economic decision-making
- Exchange of goods and services

Self-Management and Social Skills

These important skills support learning in all subject areas, and are grounded in the belief that learning how to learn and how to collaborate with others are fundamental aspects of a child's education . These skills are reported separately from academic achievement to ensure accurate reporting of learning.

Self-Management Skills

- Organization skills
 - Managing time and assignments effectively
 - Set goals that are challenging and realistic
 - Keep materials and belongings organized
- States of mind
 - Use strategies to support concentration
 - Demonstrate persistence and resilience
 - Shows commitment to learning

Social Skills

- Developing positive interpersonal relationships and collaboration skills
 - Practice empathy, care and respect for others
 - Works independently and collaboratively
 - Resolve conflicts
 - Listens and follows directions
- Developing social-emotional intelligence
 - Be aware of own and others' emotions
 - Be self and socially aware

Art

Identify and experiment with the Elements of Art using many different art media

- Line
- Shape
- Color
- Space
- Value
- Form
- Texture

Develop creative and innovative thinking

Compare and contrast art from around the world

Reflect on individual artwork

Use and share materials in a safe and responsible way as a part of self-management and social skills

Media Literacy

Computer Skills and Digital Citizenship

- Identifies the home row, Shift, and BackSpace keys
- Changes font and text size
- Inserts pictures
- Uses the online catalog (Destiny) to locate materials and identify their title, author, and call number
- Uses online databases with guidance
- Identifies personal information that should not be shared online
- Explains the difference between appropriate and inappropriate actions online (including Cyberbullying)

Literacy Skills and Research

- Identifies sections of library
- Explains the purpose of a call number
- Takes basic notes from a book or website
- Identifies the table of contents, index, glossary, and captions in a book
- Completes a research project using multiple sources
- Cites books and websites with support

Music

- Steady beat in groups of 2 and 4 (simple meter) and groups of 3 (compound meter)
- Rhythm -- quarter note and rest, eighth notes, half note
- Voice -- matching pitch, accessing head voice, melody (solfege), harmony (partner songs and rounds/canons)
- Listening -- using movement props, instrument timbre, and body to demonstrate high/low, loud/soft, smooth/choppy, fast/slow, etc.
- Identify form (ex: AB, ABA, ABCBA) and repeat sign, call & response, verse/chorus
- Movement exploration (developing artfulness and expressiveness)
- Songs around the world/global connections
- Play classroom instruments -- pitched and unpitched, learning appropriate playing techniques, accompany songs, demonstrate musical expression
- Performance -- preparing and performing a musical concert/program for an audience
- Composing

Spanish

Application Skills • Able to follow basic directions in Spanish • Create connections between mother tongue and Spanish language • Apply Spanish language skills in a visual and/or written method Speaking Skills • Use the Spanish vocabulary in each unit appropriately • Apply the vocabulary when speaking in the target language	Cultural Connections • Compare and contrast Spanish speaking locations to students' home environments • Make connections among latino traditions Spanish Units • School • Greetings • Colors • Numbers (1-20) • Dates • Weather and Seasons • Family
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Physical Education

Fitness Skills • FitnessGram • Cardiovascular • Muscle endurance • Flexibility Cooperation • Teamwork • Class rules and protocols • Etiquette Movement Strategies • Traveling in different pathways • Moving in slow and fast motion • Movement using different body parts	Safety and engagement • Actively participates in physical activity • Moves safely in personal space • Expresses enjoyment Motor skills • Throwing • Catching • Kicking • Striking Balance and Coordination • Skateboarding • Rollerblading
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