



# Huber Street

1520 Paterson Plank Road, Secaucus, NJ 07094

Principal: Linda Wilhelm

## Second Grade Report Card

STUDENT: [REDACTED]

TEACHER: [REDACTED]

YEAR: [REDACTED]

Key for Proficiency Level	Behavior and Special Area Indicators	Attendance																		
<p><b>4 - Exceeding the Standard</b> Efficiently and independently extends and applies key concepts, processes, and skills beyond grade level.</p> <p><b>3 - Meeting the Standard</b> Consistently grasps and applies key concepts, processes, and skills on grade level.</p> <p><b>2 - Approaching the Standard</b> Occasionally grasps and applies key concepts, processes, and skills that demonstrate progress toward grade level.</p> <p><b>1 - Needs Support</b> Rarely grasps and applies key concepts, processes, and skills needed to meet grade level; Area of concern that requires support.</p>	<p><b>P - Proficient</b> Actively participates, cooperates and applies skills</p> <p><b>A - Approaching</b> Progressing towards level of proficiency</p> <p><b>I - Improvement Needed</b> Support needed to meet level of proficiency</p>	<table border="1"> <thead> <tr> <th></th> <th>MP1</th> <th>MP2</th> <th>MP3</th> <th>MP4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td><b>Absent</b></td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td><b>Tardy</b></td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>		MP1	MP2	MP3	MP4	Total	<b>Absent</b>	1	0	0	0	1	<b>Tardy</b>	1	0	0	0	1
	MP1	MP2	MP3	MP4	Total															
<b>Absent</b>	1	0	0	0	1															
<b>Tardy</b>	1	0	0	0	1															

Marking Period:	1	2	3	4
<b>English/Language Arts</b>				
<b>Reading Foundational Skills</b>				
Reads at grade level with fluency				
Knows and applies grade level phonics and word analysis skills in decoding words				
<b>Reading Literature and Informational Text</b>				
Asks and answers questions about key details in a variety of texts				
Reads with comprehension (Retells stories, including key details; demonstrates understanding of the central message)				
Uses illustrations in a story to make predictions about the characters, setting, and plot				
Compares and contrasts a variety of texts on the same topic				
Describes the overall structure of the story; understands the role of beginning, middle and end				
<b>Speaking and Listening</b>				
Expresses ideas clearly and effectively				
Participates in group discussions actively and appropriately				
<b>Writing</b>				
Writes in the structure of the genre				
Utilizes revision and editing strategies				
<b>Language</b>				
Demonstrates command of the conventions of the standard English grammar and usage				
Demonstrates command of the conventions of punctuation when writing				
Demonstrates command of the conventions of capitalization				

Marking Period:	1	2	3	4
<b>English/Language Arts CONT.</b>				
Applies spelling patterns				
<b>Mathematics</b>				
<b>Operations and Algebraic Thinking</b>				
Uses addition and subtraction within 100 to solve one and two step word problems				
Fluently adds within 20				
Fluently subtracts within 20				
Works with equal groups of objects to gain a foundation of multiplication				
Determines whether a group of up to 20 objects has an even or odd number of members				
<b>Numbers and Operations in Base Ten</b>				
Recognizes that the 3 digits of a three-digit number represent amounts of hundreds, tens, and ones				
Counts within 1,000; skip counts by fives, tens, and hundreds				
Reads and writes numbers to 1,000 using base ten numerals, number names, and expanded form				
Compares three-digit numbers using <, =, and > to record comparisons				
Uses understanding of place value and number properties to add and subtract				
Fluently adds and subtracts within 100 using knowledge of place value and properties of operations				
Adds up to 4 two-digit numbers using strategies based on place value and properties of operations				
Adds and subtracts within 1,000 using concrete models, drawings, and strategies				
Mentally adds 10 or 100 to a given number (Numbers 100-900)				
Mentally subtracts 10 or 100 from a given number (Numbers 100-900)				
Explains why addition and subtraction strategies work; using place value and properties of operations				



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Marking Period:	1	2	3	4
<b>Mathematics CONT.</b>				
<b>Measurement and Data</b>				
Measures and estimates lengths in standard units including inches, feet, centimeters, and meters using the appropriate tools				
Measures to determine how much longer one object is than another				
Tells and writes time from analog and digital clocks using A.M. and P.M.				
Solves word problems involving dollar bills and coins				
Draws pictures and bar graphs to represent data; Uses the information to solve a problem				
<b>Geometry</b>				
Recognizes and draws shapes having specified attributes				
Identifies two-dimensional and three-dimensional shapes				
<b>Social Studies</b>				
Demonstrates an understanding of vocabulary and concepts				
Applies knowledge to classroom discussion and activities				
<b>Science</b>				
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Demonstrates an understanding of vocabulary and concepts				
Applies knowledge to classroom discussion and activities				
<b>Physical Education</b>				
Cooperation				
Comes prepared				
Performs fundamental skills				
<b>Health</b>				
Understands basic concepts				
Practices good health and safety habits				
<b>Art</b>				
Demonstrates interest and shows effort				
Follows directions and stays focused on tasks				
Works cooperatively				

Marking Period:	1	2	3	4
<b>Music</b>				
Class participation				
Listens to directions and stays focused				
Works cooperatively				
<b>Spanish</b>				
Learns basic vocabulary				
Class participation				
<b>Behaviors that Support Learning</b>				
<b>Social Skills</b>				
Demonstrates self-control				
Follows directions				
Assumes responsibility for self				
Works cooperatively				
Respects the authority of all school staff				
Respects the rights and feelings of others				
Responds well to suggestions and guidance				
<b>Works Skills</b>				
Works independently				
Completes work in a timely manner				
Demonstrates effort and quality work				
Sustains focus on task				
Completes homework				
Follows classroom routines and procedures				
Demonstrates organizational skills				
Works neatly and legibly				
Uses time constructively during small group instruction				



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<b>Marking Period 1 Comments</b>
<b>Marking Period 2 Comments</b>
<b>Marking Period 3 Comments</b>
<b>Marking Period 4 Comments</b>

[REDACTED]