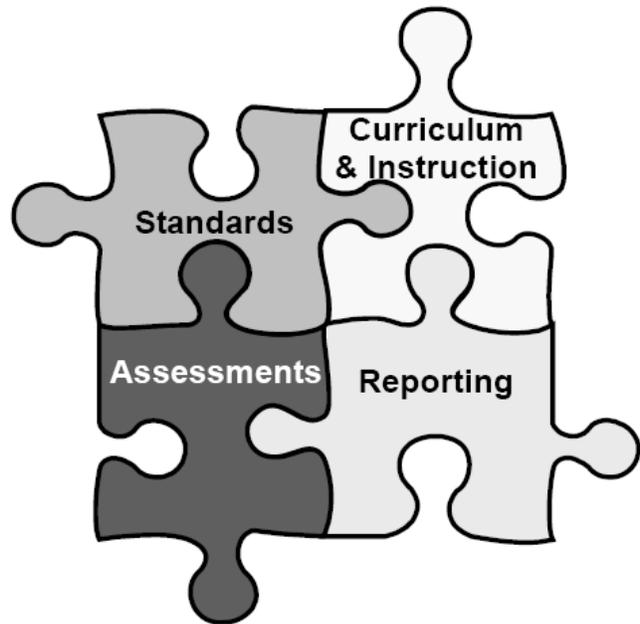


SECOND GRADE TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. The standards that describe what a student should know and be able to do at a given grade level,
2. The standards-based curriculum materials or roadmap a teacher uses to ensure that they teach to these standards,
3. The assessments that a teacher uses along the way to measure the extent to which a student has met the standards, and finally,
4. The reporting tool that allows a teacher to communicate accurately a student's progress towards meeting standards at critical junctures throughout the school year.



The Standards-Based Report Card (SBRC) completes our standards-based system

Definitions of Proficiency Levels

At the elementary level, there are three reporting periods. For the first two reporting periods, students are evaluated based on their progress toward end-of-year standards.

In other words, students who receive a mark of "proficient" for the first and second grading periods are making consistent and adequate progress toward achieving end-of-year expectations.

In the final reporting period, the report card marks reflect a student's actual achievement of the cumulative skills, strategies, and concepts identified in the content standards.

Proficiency levels are broadly defined as follows:

Advanced Understanding

- Student demonstrates a deeper understanding of grade level standards
- Student independently exceeds grade level standards

Meets Standards

- Student performance demonstrates an understanding of the knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade level standards

Partially Meets Standards

- Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level
- Student is progressing in understanding, however, the skills are not yet mastered
- Student needs assistance to use grade level standards

Not Meeting Standards

- Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level
- Student is working below grade level expectations
- Student needs continued support; struggles even with assistance; needs intervention

Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work

throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a Body of Evidence*

➤ Analyze this entire Body of Evidence one last time in comparison to a proficient Body of Evidence

➤ Utilize content area tools for analysis

***Much like a teacher's own creation of a body of evidence for TPEP.**

A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher should collect in preparation for reporting using the Standards-Based Report Card. While it is not

required that a teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some

less), these pieces of evidence will create a well-rounded picture of student progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
English Language Arts						
DIBELS	X					
DRA2	X	X	X	X	X	X
DRA2 Word Analysis	X	X	X	X	X	X
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
Moby Max	X	X	X	X	X	X
Reading Logs	X	X	X	X	X	X
Running Records	X	X	X	X	X	X
Writing Samples	X	X	X	X	X	X
Read Alouds	X	X	X	X	X	X
Anecdotal Records						
➤ Independent reading/writing conferring notes	X	X	X	X	X	X
➤ Small group instruction						
➤ Text-based discussions						
Mathematics						
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
Moby Max	X	X	X	X	X	X
End-of-Term Common Assessments	X	X	X	X	X	X
Tasks and story problems which include numeric solutions, student's written explanation, and/or drawings and representations	X	X	X	X	X	X

Process for Analyzing a Body of Evidence

In order to determine report card marks, a teacher should take one last look at a student's body of evidence using the following process.

Step 1: Analyze the Body of Evidence for Completeness

- Inventory one representative body of evidence using the 2-3 weeks before the end of the reporting period.
- Assure that there is sufficient evidence for each of the reporting strands.
- Gather additional evidence as needed.

Key questions to consider:

- What's in the body of evidence?
- How does the evidence align with the reporting strands?

- Is the body of evidence complete?
- If not, how will you collect what you need?

Step 2: Analyze the Body of Evidence for Quality

- Analyze the quality of student work across the reporting period using the content area rubrics as appropriate.
- At the end of the reporting period, organize and synthesize these assessments to determine the proficiency level for each of the reporting strands.

Key questions to consider:

- What is the quality of this body of evidence?
- What parts of the body of evidence are proficient? Basic? Below basic? Advanced? How do you know?

Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a body of evidence.
- Analyze this entire body of evidence one last time in comparison to a proficient body of evidence.
- Utilize content area tools for analysis.

Content Area Examples

In the following pages, you will see examples that demonstrate what students should know and be able to do at the second grade level in Common Core literacy and mathematics.

We've chosen to demonstrate these subject areas in more depth because of their complexity. It is important to note that these examples do not cover every

grade-level standard. Rather, they suggest the kind of work students are expected to do by the end of the instructional year.

ENGLISH LANGUAGE ARTS

Reading Literary and Informational Text

At the end of the year, a proficient second grader:

Second grade students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.

Asks and answers questions to demonstrate understanding.

Example

- The student talks and writes about the characters, setting, and important events and ideas in a variety of grade-level texts.

Use questions and prompts such as:

- Think about what you read and create your own questions about an important idea in this text.
- What happens first, or what step is first? How do you know?

Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables.

Students begin to understand that characters are people who are involved in a story.

Character development is discussed in terms of the characters' reactions to what is taking place in the story.

Retells stories and the main purposes of informational texts.

Example

- The student can accurately retell a story or poem and identify its message or lesson, as in Esther Averill's *The Fire Cat*, or Gail Gibbons's *From Seed to Plant*, including the main idea and two or three key details.

Use questions and prompts such as:

- Who are the characters in the story?

- What are the most important events in the story? How do you know?
- What lesson is this story teaching you?
- How did the characters solve the problem in this story?

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Reads sight words and texts such as stories, poetry, and informational texts. *Examples*

- The student figures out new words by sounding them out, thinking about what word would make sense, thinking about what word would sound right, reading on, breaking the word into syllables, using spelling rules, re-reading, and/or reading more slowly.
- The student uses structures like plot, character, and setting to understand the meaning/theme of grade-level literature.
- The student analyzes a character (such as Cam Jansen) to make generalizations based on the character's motives, behavior, and personality.
- The student uses text features like tables, titles, tables of contents, charts, and chapter headings to find information.
- The student reads second grade books like *Blueberries for Sal* by Robert McCloskey and *From Cow to Milk Carton* by Annie Miles with expression so that it sounds like talk.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

Identifies the main topic or idea and retells key details of texts with support. *Examples*

- The student uses strategies like asking questions, reading between the lines, and repeating a passage using his/her own words to understand the main ideas and key details in a text.
- The student uses the characters, setting, and important events to understand the meaning/theme of grade-level literature.

Compares and contrasts a variety of texts on similar topics.

Example

- The student compares and contrasts books written by different authors. The student might read a set of books about friendship to learn how different authors treat this topic.
- The student compares and contrasts the same story written by different authors (such as Cinderella stories from around the world). By examining several versions of the same story, the student can talk about universal themes (such as heroism, man against nature).

Use questions and prompts such as:

- Look at these two texts about the same topic. How are they the same? How are they different?

Reading – Foundational Skills

Students continue learning specific strategies for decoding words in texts, learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.

At the end of the year, a proficient second grader:

Decodes regularly spelled two-syllable words. *Example*

- The student figures out new words by sounding them out, breaking them into syllables or “chunks,” and thinking about what words would make sense and/or sound right, reading on, breaking the word into syllables, using spelling rules, re-reading, and/or reading more slowly.

- The student can discriminate between short and long vowel sounds when reading regularly spelled one-syllable words.
- The student knows spelling-sound correspondences for additional common vowel teams.

Use questions and prompts such as:

- Does that sound right?
- Does that look right?
- Does that make sense?
- Look for chunks you know and say them.
- Look at the beginning of the word and try it again.
- Look at the end of the word and try it again.

Decodes words with common prefixes and suffixes. *Example*

- The student decodes words with common prefixes and suffixes, such as *un-*, *-er*, *ful*. See the *Prefix, Suffix, Root Word List* on the district web site for a comprehensive list of affixes and root words second graders should know.

Reads grade-appropriate irregularly spelled words. *Example*

- The student reads sight words like *new*, *sound*, *take*, *only*, *little*, *work*, *know*, and *place* automatically – without having to stop and figure them out. See the *Frye Sight Word List* on the district web site for a complete listing of second grade sight words.

Writing

At the end of the year, a proficient second grader:

Produces and organizes a variety of types of writing (narrative, opinion, informational) to match audience.

Examples

- The student organizes writing around a controlling or main idea and groups related events and information in a way that makes sense to the reader.
- The student writes different kinds of texts like stories, poems, reports, letters, directions, and responses to text.
- The student selects reasons that support an opinion and share that thinking through writing.
- The student includes both an introduction and a sense of closure or a closing statement.
- The student chooses appropriate descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions.

At this level, students begin to write more complex sentences using linking words (because, and, also). Students must also use introductions and conclusions.

Strategies:

- Help students build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing.
- Help students use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.

Engages in prewriting, drafting, revising, editing, and publishing in print and using technology.

Examples

- The student drafts, revises, edits, and publishes pieces of writing.
- The student includes descriptive words and sensory details that improve the writing.
- The student engages in peer revising and editing.
- The student uses technology (such as word processing software, spell check, thesaurus) to support the writing process.

Strategies:

- With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions.
- Students need to understand how to add descriptive words to their writing to strengthen their piece.
- Students need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).
- Students will need to be able to "log on" to the computer and use applicable programs for writing, revising, and editing.

Participates in shared research and writing projects using print and digital resources. *Examples*

- The student effectively uses a variety of sources, both print and digital, provided by the teacher to locate relevant information for a shared research project.
- The student works collaboratively with a partner or partners to research a topic.

Strategies:

- Second grade students are required to participate in shared research projects.
- Students will need to understand their roles (jobs on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.
- At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions and take notes.
- Help students find and include facts, and provide strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation).
- Students do this work with prompting and support.

Speaking and Listening

At the end of the year, a proficient second grader:

Participates in conversations with peers and adults on grade-appropriate topics for a variety of tasks. *Examples*

- The student listens attentively when others are speaking.
- The student responds appropriately and 'on topic' during collaborative conversations.
- The student uses complete sentences to talk about the information presented in collaborative conversations.

Strategies:

- Students will need ample opportunities to take part in a variety of rich, structured conversations.
- Students should be actively engaged as part of the whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- Students should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.).

Shows understanding of information presented by asking and answering relevant questions. *Examples*

- The student uses details, evidence, and examples to demonstrate understanding of presented information.
- The student demonstrates an ability to remain engaged with the topic by asking and answering relevant questions.

Strategies:

- Model and expect students to ask and answer questions about key details of a text read aloud or information presented in multiple formats.
- Students need multiple opportunities to practice listening carefully to a text read aloud and to recount or describe details about what they heard.
- Students need to ask questions and understand questions asked of them in order to clarify or gain more information.

Speaks and expresses thoughts, feelings, and ideas clearly, using media when appropriate. *Examples*

- The student uses complete sentences when speaking.
- The student uses complete sentences to talk about the information presented.
- The student orally presents a variety of poems, rhymes, and songs.
- The student gives presentations about information and experiences in a sequence that makes sense to the listener.
- The student uses descriptive language when talking about familiar objects and events.
- The student should be able to utilize digital media to make audio recordings of stories poems and add visual displays to illuminate chosen facts and details.

Strategies:

- Students should be given opportunities to report facts and relevant details about an experience with clarity of thought and emotion. Modeling and feedback are essential.
- Students must be able to articulate their ideas in complete sentences when appropriate to the audience. Modeling is essential.
- Students will need to engage in behaviors (turn and talk, small group discussions, and listening and speaking centers) that lead to the expression of complete ideas both verbally and in writing.
- Students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays that illuminate chosen facts or details.

Language

An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to read, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."

Second grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are as appropriate to formal spoken English as they are to formal written English.

At this level, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences.

With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.

At the end of the year, a proficient second grader:

Forms and uses common irregularly spelled plural nouns. *Example*

- The student correctly forms and uses irregularly spelled plural nouns such as *feet, children, teeth, mice, and fish.*

Forms and uses the past tense of irregular verbs. *Example*

- The student correctly forms and uses the past tense of frequently occurring irregular verbs, such as *sat, hid, and told.*

Correctly chooses the adjective or adverb to modify a given word.

Example

The student can correctly choose between an adjective or adverb depending on the type of word being modified.

Uses new vocabulary words learned through conversations and reading.

Example

- The student correctly uses words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).
- The student uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- The student uses sentence-level context as a clue to the meaning of a word or phrase.
- The student uses frequently occurring affixes and root words as clues to the meanings of words (e.g., *happy/unhappy, tell/retell*). See the *Prefix, Suffix, and Root Word List on the district web site for a complete list of words expected at second grade.*

Demonstrates skills in capitalization and punctuation. *Examples*

- The student correctly capitalizes holidays, product names, and geographic names.
- The student correctly uses commas in greetings and closings of letters.
- The student uses an apostrophe to correctly form contractions and frequently occurring possessives.

Demonstrates grade-appropriate skills in spelling. *Examples*

- The student can generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
- The student can efficiently consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- The student can correctly spell most explicitly studied spelling words.

Demonstrates a beginning understanding of relationships among words and subtle differences of meaning among related words.

Learning words at this stage consists in part of exploring different shades of the same verb (run/sprint) and closely related adjectives, growing vocabulary by using known word parts (prefix, root or compound part) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).

Examples

- The student can identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- The student can distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

MATHEMATICS

Mathematics Achievement

Algebra

At the end of the year, a proficient second grade student:

Add within 100 to solve word problems.

Example

- The student can use addition within 100 to solve a one- or two-step word problem, such as: There are 29 kids in the pool. 23 more kids jump in. How many kids are in the pool now?
 $29 + 23 = 52$, $12 + 40 = 52$
 There are 52 kids in the pool.

Subtract within 100 to solve word problems.

Example

- The student can use subtraction within 100 to solve a one- or two-step word problem, such as: There are 35 students in the cafeteria. 18 more students come in. After a few minutes, some students leave. If there are 14 students still in the cafeteria, how many students left?
 $35 + 18 - 14 = 35 + 4 = 39$
 $53 - 14 = 39$

Mentally add within 20.

Example

- The student fluently adds within 20 using mental strategies. A student can calculate;
 $2 + 11$ by counting on 11, 12, 13
 $9 + 7$ by making a ten $10 + 6$
 $7 + 8$ by making doubles $7 + 7 + 1$

Mentally subtract within 20.

Example

- The student fluently subtracts within 20 using mental strategies. A student can calculate;
 $14 - 6$ by decomposing to a ten $14 - 4 - 2 = 10 - 2$
 $13 - 8$ by solving $8 + ? = 13$
 $13 - 9$ by solving $14 - 10$

Writes an addition equation to find the sum of objects in a rectangular array.

Example

- The student can write an

equation which represents an array up to five rows and up to five columns as a sum of equal addends. A student will write
 $4 + 4 + 4 = 12$ or $3 + 3 + 3 + 3 = 12$
 for this array of objects



Place Value

At the end of the year, a proficient second grade student:

Understands a three digit number represents the amounts of hundreds, tens and ones and compares two three digit numbers.

Example

- The student can fill in the correct symbol and explain the comparison using the meanings of hundreds, tens and ones.
 Fill in the blank with $<$, $>$ or $=$
 $452 \underline{\quad} 455$
 Student uses $<$ and explains 452 has 4 hundreds, 5 tens and 2 ones. 455 has equal hundreds and tens but 5 ones, 3 more than 452.

Add and subtract within 1000 using place value.

Example

- The student can solve a problem using concrete models, drawings and strategies based on place value. A student solves;
 $354 - 287 =$
 by using base ten blocks and a place value work mat adding
 $4+7$, $50+80$, $200+300$, then answers $500+130+11= 641$

Geometry

At the end of the year, a proficient second grade student:

Split circles and rectangles into 2, 3, or 4 equal shares and describe using the words halves, thirds, fourths and quarters.

Example

- The student can divide the same whole into equal shares different ways.
 Divide this rectangle into fourths

different ways?



Measurement and Data

At the end of the year, a proficient second grade student:

Add and subtract within 100 to solve word problems involving lengths.

Example

- A student can solve this word problem using a measuring tape (number line), Mary, the beetle, crawled 11 inches. Another beetle, Kate, went 23 inches. How much further did Kate go? Write an equation and solve.
 $14 + \underline{\quad} = 23$, I placed one finger on the 14 and another on the 23, the difference was 9 inches.

Tell and write time to the nearest five minutes.

Example

- The student can tell and write time in 5 minute intervals from an analog clock.
 What time was it after lunch? 12:25pm



Solve word problems involving dollar bills, quarters, dimes, nickels and pennies.

Example

- The student solves word problems such as: If you have 2 dimes and 3 pennies, how many cents do you have?
 $10 + 10 + 1 + 1 + 1 = 23¢$

Mathematical Practices

At the end of the year, a proficient second grade student:

Represents a word problem using a number sentence or equation.

Example

- When given a word problem, the student will write a number sentence or equation to match the problem context or write a story from a given equation. Students will rely on concrete manipulatives and pictures when making these connections.

Report Card Line-Items for Common Core Subjects

SECOND GRADE	T1	T2	T3
ENGLISH LANGUAGE ARTS (ELA)			
READING LITERARY AND INFORMATIONAL TEXT			
Asks and answers questions to demonstrate understanding (2.1.3) (RL.2.1, RI.2.1)			
Retells stories and the main purposes of informational texts (2.2) (RI.2.6, RI.2.5)			
Reads sight words and texts such as stories, poetry, and informational text (1.3.1, 1.3.2, 1.4.1, 1.4.2, 1.4.3) (RI.2.10, RI.2.10)			
Identifies the main topic or idea and retells key details of texts with support (2.2.1, 2.2.3) (RI.2.3, RI.2.2)			
Compares and contrasts a variety of texts on similar topics (RI.2.9, RI.2.9)			
READING - FOUNDATIONAL SKILLS			
Decodes regularly spelled two-syllable words (RF.2.3c)			
Decodes words with common prefixes and suffixes (RF.2.3d)			
Reads grade-appropriate irregularly spelled words (RF.2.3f)			
WRITING			
Produces and organizes a variety of types of writing (narrative, opinion, informational) to match audience (2.2.1, 2.3.1) (W.2.1, W.2.2, W.2.3)			
Engages in prewriting, drafting, revising, editing, and publishing in print and using technology (1.1.1, 1.2.1, 1.3.1, 1.4.1) (W.2.5, W.2.6)			
Participates in shared research and writing projects using print and digital resources (W.2.7, W.2.8)			
SPEAKING AND LISTENING			
Participates in collaborative conversations with peers and adults on grade-appropriate topics for a variety of tasks (1.1.1, 1.1.2) (SL.2.1)			
Shows understanding of information presented by asking and answering relevant questions (1.2.1) (SL.2.2, SL.2.3)			
Speaks and expresses thoughts, feelings, and ideas clearly, using media when appropriate (3.2.1, 3.3.1) (SL.2.4, SL.2.5, SL.2.6)			
LANGUAGE			
Forms and uses common irregularly spelled plural nouns, e.g., <i>feet, children, mice</i> (3.3.5) (L.2.1b)			
Forms and uses the past tense of irregular verbs, e.g., <i>sat, hid, told</i> (3.3.5) (L.2.1d)			
Correctly chooses the adjective or adverb to modify a given word (3.3.5) (L.2.1e)			
Uses new vocabulary words learned through conversations and reading (1.3.1) (L.2.6)			
Demonstrates skills in capitalization and punctuation (3.3.3, 3.3.4) (L.2.2)			
Demonstrates grade-appropriate spelling (3.3.2) (L.2.2)			
Demonstrates a beginning understanding of relationships among words and subtle differences of meaning among related words (L.2.5)			

SECOND GRADE	T1	T2	T3
MATHEMATICS			
ALGEBRA			
Add within 100 to solve word problems (2.OA.1)			
Subtract within 100 to solve word problems (2.OA.1)			
Mentally add within 20 (2.OA.2)			
Mentally subtract within 20 (2.OA.2)			
Writes an addition equation to find the sum of objects in a rectangular array (2.OA.4)			
PLACE VALUE			
Understands a three digit number represents the amounts of hundreds, tens and ones and compares two three-digit numbers (2.NBT.1, 2.NBT.4)			
Add and subtract within 1000 using place value (2.NBT.7)			
GEOMETRY			
Split circles and rectangles into 2, 3, or 4 equal shares and describe using the words halves, thirds, fourths and quarters (2.G.3)			
MEASUREMENT AND DATA			
Add and subtract within 100 to solve word problems involving lengths (2.MD.5)			
Tell and write time to the nearest five minutes (2.MD.7)			
Solve word problems involving dollar bills, quarters, dimes, nickels and pennies (2.MD.8)			
MATHEMATICAL PRACTICES			
Represents a word problem using a number sentence or equation (2.MP.4)			