

SECOND GRADE OVERVIEW

English Language Arts

- Can ask and answer questions using evidence from text
- Can determine the main idea and details from text
- Can apply grade-level phonics and decoding skills
- Can read accurately and fluently to support comprehension
- Can identify sight words within text and in isolation
- Can identify story elements, character, setting and major events
- Can retell a story with key details and understanding the topic
- Can write for his/her own audience
- Can focus on a topic and add details to strengthen writing
- Can self-monitor writing for correct grammar, conventions and spelling
- Can use evidence to support claim
- Can effectively participate in discussions within a group
- Can present information clearly with appropriate facts and details

Mathematics

- Can apply strategies to solve problems
- Can clearly communicate mathematical thinking
- Can demonstrate an understanding of addition and subtraction
- Can create and solve equations for unknown numbers
- Can demonstrate foundation of multiplication and division
- Can demonstrate an understanding of solving multi step word problems
- Can quickly recall basic addition and subtraction facts through 20
- Can fluently write and rename numbers in a variety of ways
- Can measure length to the nearest unit with standard and non standard units
- Can solve word problems using time and money
- Can represent and interpret data
- Can relate addition and subtraction to length
- Can demonstrate an understanding of telling time
- Can compare, compose and partition shapes

Elementary Standards-Based Report Card



SECOND GRADE

WHAT IS THE PURPOSE OF THE STANDARDS-BASED REPORT CARD?

The purpose of the standards based report card is to provide parents/guardians, teachers, and students with accurate information about students' progress toward meeting academic standards. The report card clearly explains skills children should know, and be able to do, by the end of each grade level. By monitoring the concrete skills and knowledge listed on the report card, we will know whether students are making progress toward mastering the skills necessary at each grade level.

WHAT ARE ACADEMIC STANDARDS?

Academic standards are a list of grade level skills that set a roadmap for curriculum and instruction. They provide a clear and consistent focus for students, parents/guardians and teachers to follow to prepare students for college and the workforce. By using the standards as a guide we can build student knowledge and skills while setting high goals for achievement and development of critical thinking skills.

Of course, high standards are not the only thing needed for student success. Having clearly defined goals helps families and teachers work together to ensure students progress. Standards assist parents and teachers in recognizing when students would benefit from extra support or when they need to be challenged.

HOW DOES THE REPORT CARD EVALUATE PROGRESS?

The report card will use four different performance codes to indicate a child's progress toward meeting the New York Common Core State Standards. The following table offers an explanation of what each academic number means and outline expectations for each level. Student progress will be given a performance level of **4, 3, 2, 1** as an indicator during each marking period. Students will be given ratings of **S** or **N** in the "Qualities of a Port Pride Learner" section.

ADDITIONAL PARENT/GUARDIAN RESOURCES

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Providing a quiet place and scheduled time for homework creates good work habits. Helpful websites are listed below.

Compass Learning: www.thelearningodyssey.com

Accelerated Reader: hosted32.renlearn.com/21867/

The Engage New York Toolkit for Parents and Families is a collection of materials and resources that will help parents and families understand the New York State education reform initiatives. We encourage parents and families to use these tools in conjunction with resources and information you receive from your child's school and teachers. These resources may be found at <http://www.engageny.org/parent-and-family-resources>.

ACADEMIC KEY

4	Student Consistently Excels in Grade Level Standards	<ul style="list-style-type: none"> Advanced independent thinker who can produce exemplary quality work Demonstrates thorough knowledge and understanding of grade level material and is able to apply and extend learned concepts independently Uses skills and prior knowledge in new and different situations Demonstrates the use of creative, high level thinking skills Communicates clearly and thoroughly using challenging oral and written language Consistently performs at grade level expectations
3	Student is Meeting Grade Level Standards	<ul style="list-style-type: none"> Applies skills and concepts with minimal support Demonstrates an understanding of grade level material Independently completes assignments after instruction Routinely produces quality work without guidance or support Communicates clearly using grade level appropriate language and vocabulary Performs at grade level expectations
2	Student is Progressing Towards Grade Level Standards	<ul style="list-style-type: none"> Requires significant support to be successful Demonstrates partial understanding of grade level material Needs to practice and review skills and concepts frequently Inconsistent performance and often requires re-teaching Attempts to express knowledge with some success Inconsistent performance of grade level expectations
1	Student is Not Meeting Grade Level Standards	<ul style="list-style-type: none"> Requires full support and has difficulty working independently Demonstrates minimal or no understanding of grade level material Needs constant reinforcement and intensive re-teaching Has difficulty retaining knowledge, skills, and concepts Has difficulty communicating through oral and written language Does not meet grade level expectations at this time
IWS		<ul style="list-style-type: none"> Insufficient Work Shown

QUALITIES OF A SUCCESSFUL PORT PRIDE LEARNER

Follows Classroom Rules and Behavior Expectations

S	Satisfactory
N	Needs Improvement