

Attendance Summary:

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy

Academic Performance Level for Second Grade Standards

Name	No Grade/Not Assessed Yet	Not Yet	Approaching Benchmark	Meets Benchmark	Exceeds Benchmark
Score	NG	1	2	3	4

*Comments: NG - Progress is not reported at this time.

Level 1 - A "1" indicates the student is at the earliest stage of learning for a particular benchmark. Because a Level 3 is the end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

Level 2 - A "2" indicates that the student's performance varies in consistency in regard to accuracy, quality, and level of support. Because a Level 3 is an end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

Level 3 - A "3" indicates the student has proficient understanding of the benchmark. This is the goal for each student by the end of the school year.

Level 4 - A "4" indicates the student has advanced understanding of the skill. Typically, a student that has achieved a Level 4 will demonstrate a deeper understanding of the benchmark.

SECOND GRADE PROGRESS REPORT				
	Term			
	F	W	S	
ENGLISH LANGUAGE ARTS				
READING: FOUNDATIONAL SKILLS				
I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.				
READING: LITERATURE				
I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.				
I can describe how major characters in a story respond to major events and challenges.				
READING: INFORMATIONAL TEXT				
I can identify the main topic and key details within a multi-paragraph text.				
I can use context clues and/or text features to determine the meaning of unknown words and phrases.				
I can locate and determine the purpose of: the index, caption, glossary, subheading, diagrams, photographs, illustrations, and a bold word within a nonfiction text.				
WRITING				
I can use conventions of standard English such as capitalization, punctuation, and spelling in my daily writing.				
I can write an opinion piece that introduces my topic, gives reasons for my opinion, connections my opinion and reasons with linking words, and provides a conclusion.				

SECOND GRADE PROGRESS REPORT				
	Term			
	F	W	S	
ENGLISH LANGUAGE ARTS CONTINUED				
WRITING CONTINUED				
I can write an informative piece that introduces my topic, includes facts that develop my topic, and has a conclusion.				
I can write a narrative that includes sequenced events; details about actions, feelings or thoughts; order words; and an ending.				
SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY				
I can participate in a conversation by following expected behaviors while listening, responding to, and building on other's ideas.				

HEALTH				
I can independently demonstrate clear knowledge and understanding of the concepts taught.				

LIBRARY & MEDIA				
DIGITAL CITIZEN				
I can explain how to be safe and act responsibly online.				
EMPOWERED READER				
I can choose books for a purpose and explain why I chose them.				
INFORMATION SEEKER & KNOWLEDGE CONSTRUCTOR				
I can locate and organize information about a topic using provided sources.				
CREATIVE COMMUNICATOR & INNOVATIVE DESIGNER				
I can use technology to explore, create, share, and enrich my learning.				

MATHEMATICS				
ALGEBRA				
I can identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles.				
I can use number sentences involving addition, subtraction, and unknowns to represent given problem situations.				
GEOMETRY AND MEASUREMENT				
I can tell time to the quarter-hour and distinguish between a.m. and p.m.				
I can identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.				

SECOND GRADE PROGRESS REPORT			
	Term		
	F	W	S
MATHEMATICS CONTINUED			
NUMBER AND OPERATION			
I can read, write and represent whole numbers up to 1,000.			
I can use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones.			
I can compare and order whole numbers up to 1000.			
I can use strategies to generate addition and subtraction facts.			
I can use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.			

MUSIC			
CREATE: EVALUATE AND REFINE			
I can listen to and use feedback to improve my work.			
PERFORM: PRESENT			
I can perform music expressively and with technical accuracy.			
WORK HABITS			
I can make appropriate choices and follow music room expectations with limited guidance.			

PHYSICAL EDUCATION			
OVERHAND THROW			
I can throw a ball overhand with two of the five critical elements.			
CATCHING			
I can catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.			
DRIBBLING HANDS AND FEET			
I can dribble a ball with my hands or feet (using instep foot) while walking.			
ENGAGEMENT AND BEHAVIOR			
I can play appropriately and follow expectations without help from others.			

SCIENCE			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

SECOND GRADE PROGRESS REPORT			
	Term		
	F	W	S
SOCIAL AND EMOTIONAL DEVELOPMENT			
SELF MANAGEMENT			
I can recognize that I am in charge of my own behavior.			
SELF AWARENESS			
I can identify positive and negative emotions within myself.			
RESPONSIBLE DECISION MAKING			
I can identify and follow shared bus, classroom, and school norms.			
RELATIONSHIP SKILLS			
I can take turns and share with others.			
SOCIAL AWARENESS			
I can recognize that others may experience situations differently from myself.			

SOCIAL STUDIES			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

VISUAL ART			
CREATE			
I can independently organize and develop artistic ideas and work.			
CONNECT			
I can independently integrate knowledge and/or personal experiences to create art.			
REFLECT			
I can independently reflect on and revise personal artworks.			

WORK HABITS			
DEMONSTRATES QUALITY/PRIDE IN WORK			
I can show progress and quality in my work and be proud of my efforts.			
FOLLOWS EXPECTED ROUTINES			
I can remember and complete the steps of my daily school routine including transitions.			
LISTENS AND FOLLOWS DIRECTIONS			
I can follow directions that have three steps in the order they are given to me.			
STAMINA BUILDING AND TASK COMPLETION			
I can start my work right away and stay focused for an expected amount of time during an activity or project even when interrupted.			