

Understanding your student's Progress Report



Tips for understanding your student's progress report

An outline of what your student should know and be able to do

2018-2019



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TOP 10 TIPS

Understanding Your Student's Progress Report

<p>The goal of the progress report is to provide meaningful information that families can use to team with teachers to support their student's learning.</p>	
1.	<p>The progress reports are based on the Early Childhood Indicators of Progress (ECIP's) & the Minnesota Academic Standards (K-12). The standards define what all Minnesota students should know and be able to do in every subject, from Pre-Kindergarten through grade 12.</p>
2.	<p>The South Washington County School District has written progress report "Learning Targets" (I Can Statements) that represent specific skills and or knowledge students should acquire by the end of the school year. Knowing that the "Learning Targets" are end of year goals, SoWashCo has created a set of "Success Criteria" that breakdown the specific skills and or knowledge students should acquire into four levels of academic measures.</p>
3.	<p>The "Learning Targets" (I Can Statements) listed below, represent a level "3" on the "Success Criteria."</p>
4.	<p>Indicators of progress or "Success Criteria" measures are as follows:</p> <ul style="list-style-type: none"> 4 - Exceeds benchmark 3 - Meets benchmark 2 - Approaching benchmark 1 - Not Yet
5.	<p>Why have we revised the reporting process for elementary students? The new progress reports will provide greater detail for teachers and families regarding the growth of all learners in SoWashCo.</p>
6.	<p>Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular benchmark during a marking period, there will be no grade on the progress report. Instead, NG (no grade) will appear in the box.</p>
7.	<p>While we hope that all students will achieve a 3 by the end of the school year, growth is our biggest priority. It represents a great accomplishment for our youngest learners to progress from a level 1 to a level 2 during the year. As teachers and parents work together over the school year, please help us to support a healthy culture of growth. Students at this age progress at different times and SoWashCo believes that a student who shows growth during the year is a reason to celebrate!</p>
8.	<p>Your child will get scores for "Work Habits and Social & Emotional Developmental" growth as well. These marks will follow the same format as the indicators of progress or "Success Criteria" (4, 3, 2, 1 or NG).</p>
9.	<p>For the 2018-2019 school year, some of the subject areas do not have a full list of "I Can Statements." These statements will be added to the progress report in future years. The reason for this is to allow teachers, students, and families to learn to use the new grading system before full implementation in future years.</p>
10.	<p>During the year, we will gather feedback from families and teachers on the use of the progress report and it will be refined for the 2019-20 school year based on the feedback.</p>



SUCCESS CRITERIA

Indicators of Progress

Benchmarks are aligned to state standards

4 - EXCEEDS BENCHMARK

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.

3 - MEETS BENCHMARK

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.

2 - APPROACHING BENCHMARK

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.

1 - NOT YET

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 1 or 2 throughout the year as they continue to grow as learners.

NG - NO GRADE

Progress on these indicators is not reported at this time. It is either not taught yet or not assessed at this time.



What Should My Student Be Able to Do to Meet Expectations in English Language Arts?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

ENGLISH LANGUAGE ARTS

English language Arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through writing, speaking, facial expression, body language, and auditory and visual representations. We use language to learn, to question, to share feelings, to help others, to be part of civilization. The ability to use and understand language, both spoken and written, is critical to every aspect of students’ lives. Source - Minnesota Department of Education, 2016

Reading: Foundational Skills	Reading: Informational Text
<ul style="list-style-type: none"> ➤ I can read end-of-the year grade level text accurately and fluently for purpose and understanding. 	<ul style="list-style-type: none"> ➤ I can identify the main topics 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 compare and contrast the most important points of two texts on the same topic.
Reading Literature	Writing
<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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, connects my opinion and reasons with linking words, and provides a conclusion. ➤ 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, and thoughts; order words; and an ending.
Speaking, Viewing, Listening and Media Literacy	
<ul style="list-style-type: none"> ➤ I can participate conversation by following expected behaviors while listening, responding to and building on others’ ideas. 	



Student Success Criteria

What does success look like for Second Grade English Language Arts?

ENGLISH LANGUAGE ARTS				
Benchmark	1	2	3	4
Reading: Foundational Skills				
I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.	I can read text accurately and fluently for purpose and understanding with teacher support.	I can read text accurately and fluently for purpose and understanding with teacher prompting.	I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.	I can independently read a variety of texts accurately and fluently for purpose and understanding applying strategies like: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
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 ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text with teacher support.	I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text with teacher prompting.	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 ask and answer questions to demonstrate understanding of key details in a text, show where I found the information, and explain it to others.
I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral with teacher support.	I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral with teacher prompting.	I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral and use evidence from the text and apply strategies such as: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique

Benchmark	1	2	3	4
I can describe how major characters in a story respond to major events and challenges.	I can describe how major characters in a story respond to major events and challenges with teacher support.	I can describe how major characters in a story respond to major events and challenges with teacher prompting.	I can describe how major characters in a story respond to major events and challenges.	I can describe and explain how and why major characters in a story respond to major events and challenges and can include one of the following: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
Reading: Informational Text				
I can identify the main topics and key details within a multi-paragraph text.	I can identify the main topics and key details within a multi-paragraph text with teacher support.	I can identify the main topics and key details within a multi-paragraph text with teacher prompting.	I can identify the main topics and key details within a multi-paragraph text.	I can identify and explain in my own words the main topics 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 use context clues and/or text features to determine the meaning of unknown words and phrases with teacher support.	I can use context clues and/or text features to determine the meaning of unknown words and phrases with teacher prompting.	I can use context clues and/or text features to determine the meaning of unknown words and phrases.	I can use context clues and/or text features to determine the meaning of unknown words and phrases and use these words in other ways.
I can compare and contrast the most important points of two texts on the same topic.	I can compare and contrast the most important points of two texts on the same topic with teacher support.	I can compare and contrast the most important points of two texts on the same topic with teacher prompting.	I can compare and contrast the most important points of two texts on the same topic.	I can compare and contrast the most important points of two texts on the same topic and explain how this helps me understand the text.
Writing				
I can use conventions of standard English such as capitalization, punctuation, and spelling in my daily writing.	I can use conventions of standard English such as capitalization, punctuation, and spelling in my daily writing with teacher support.	I can use conventions of standard English such as capitalization, punctuation, and spelling in my daily writing with teacher prompting.	I can use conventions of standard English such as capitalization, punctuation, and spelling in my daily writing.	I can consistently use conventions of standard English such as capitalization, punctuation, and spelling including capitalizing proper nouns, using commas appropriately, and using apostrophes correctly to form contractions and possessives while consistently transferring these skills into my daily writing.

Benchmark	1	2	3	4
I can write an opinion piece that introduces my topic, gives reasons for my opinion, connects my opinion and reasons with linking words, and provides a conclusion.	I can write an opinion piece that introduces my topic, gives reasons for my opinion, connects my opinion and reasons with linking words, and provides a conclusion with teacher support <u>on more than one</u> element.	I can write an opinion piece that introduces my topic, gives reasons for my opinion, connects my opinion and reasons with linking words, and provides a conclusion with teacher support <u>on one</u> element.	I can write an opinion piece that introduces my topic, gives reasons for my opinion, connects my opinion and reasons with linking words, and provides a conclusion.	I can write an opinion piece that introduces my topic, gives <u>well thought out, detailed</u> reasons for my opinion, connects my opinion and reasons with linking words, and provides a conclusion.
I can write an informative piece that introduces my topic, includes facts that develop my topic, and has a conclusion.	I can write an informative piece that introduces my topic, includes facts that develop my topic, and has a conclusion with teacher support <u>on more than one</u> element.	I can write an informative piece that introduces my topic, includes facts that develop my topic, and has a conclusion with teacher support <u>on one</u> element.	I can write an informative piece that introduces my topic, includes facts that develop my topic, and has a conclusion.	I can write an informative piece that introduces my topic, uses facts and content specific vocabulary 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.	I can write a narrative that includes sequenced events; details about actions, feelings or thoughts; order words; and an ending with teacher support <u>on more than one</u> element.	I can write a narrative that includes sequenced events; details about actions, feelings or thoughts; order words; and an ending with teacher support <u>on one</u> element.	I can write a narrative that includes sequenced events; details about actions, feelings or thoughts; order words; and an ending.	I can write a narrative that includes sequenced events; <u>well thought out</u> 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 others' ideas.	I can participate in a conversation by following expected behaviors while listening, responding to, and building on others' ideas <u>with teacher support</u> .	I can participate in a conversation by following expected behaviors while listening, responding to, and building on others' ideas <u>with teacher prompting</u> .	I can participate in a conversation by following expected behaviors while listening, responding to, and building on others' ideas.	I can initiate and participate in a conversation by following expected behaviors while listening, responding to, and building on others' ideas.



What Should My Student Be Able to Do to Meet Expectations in Health?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

HEALTH
<p>The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health. Health education improves the health status of individuals, families, communities, states, and the nation.</p> <p>All school districts in Minnesota are required to identify standards, benchmarks, curriculum and assessments in health education. All students must receive instruction in health education K-8, or by district-determined grade bands. These standards establish, promote and support health-enhancing behaviors for students in all grade levels, K-12.</p> <p>For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of health. In future years, full “I Can Statements” will be added to the progress report.</p>
<p>➤ I can independently demonstrate clear knowledge and understanding of the concepts taught.</p>

Student Success Criteria

What does success look like for Fifth Grade Health?

HEALTH				
Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <u>with teacher support.</u>	I can demonstrate my knowledge and my understanding of the concepts <u>with teacher prompting.</u>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Library and Media?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

LIBRARY AND MEDIA

The standards identified in the Library/Media Skills category have been identified as priority standards by the Media Specialists in the South Washington County School District. The benchmarks listed below come from a combination of the English Language Arts benchmarks and the standards from the International Society for Technology Education (ISTE).

The ISTE standards include five sets of benchmarks that work in concert to support students, educators and leaders with clear guidelines for the skills, knowledge and approaches they need to succeed in the digital age.

Digital Citizen	Information Seeker & Knowledge Constructor
<ul style="list-style-type: none"> ➤ I can be safe, act responsibility when using technology, and begin to identify different purposes of digital media. 	<ul style="list-style-type: none"> ➤ I can locate and organize information about a topic using provided sources.
Empowered Reader	Creative Communicator & Innovative Designer
<ul style="list-style-type: none"> ➤ I can choose books for a purpose and explain why I chose them. 	<ul style="list-style-type: none"> ➤ I can use technology to explore, create, share, and enrich my learning.



Student Success Criteria

What does success look like for Second Grade Library and Media?

LIBRARY AND MEDIA				
Benchmark	1	2	3	4
Digital Citizen				
I can be safe, act responsibly when using technology, and begin to identify different purposes of digital media.	I can be safe, act responsibly when using technology, and begin to identify different purposes of digital media with teacher support.	I can be safe, act responsibly when using technology, and begin to identify different purposes of digital media with teacher prompting.	I can be safe, act responsibly when using technology, and begin to identify different purposes of digital media.	I can be safe, act responsibly when using technology, and begin to identify different purposes of digital media and prevent unsafe use.
Empowered Reader				
I can choose books for a purpose and explain why I chose them.	I can choose books for a purpose and explain why I chose them with teacher support.	I can choose books for a purpose and explain why I chose them with teacher prompting.	I can choose books for a purpose and explain why I chose them.	I can choose books for a purpose, explain why I chose them, and help others.
Information Seeker & Knowledge Constructor				
I can locate and organize information about a topic using provided sources.	I can locate and organize information about a topic using provided sources with teacher support.	I can locate and organize information about a topic using provided sources with teacher prompting.	I can locate and organize information about a topic using provided sources.	I can locate and organize additional detailed information about a topic or help others with the process.
Creative Communicator & Innovative Designer				
I can use technology to explore, create, share, and enrich my learning.	I can use technology to explore, create, share, and enrich my learning with teacher support.	I can use technology to explore, create, share, and enrich my learning with teacher prompting.	I can use technology to explore, create, share, and enrich my learning.	I can use technology to explore, create, share, and enrich my learning and help others with the process.



What Should My Student Be Able to Do to Meet Expectations in Mathematics?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

MATHEMATICS

The Minnesota Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students in Minnesota. The standards are grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards and benchmarks describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are placed at the grade level where mastery is expected with the recognition that intentional experiences at earlier grades are required to facilitate learning and mastery for other grade levels. The Minnesota Academic Standards in Mathematics are organized by grade level into four content strands: 1) Number and Operation, 2) Algebra, 3) Geometry and Measurement, and 4) Data Analysis and Probability. (At K-2 benchmarks addressing Data Analysis and Probability are incorporated in the Number and Operations benchmarks) Source - Minnesota Department of Education, 2007 Source - Minnesota Department of Education, 2007.

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.

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.

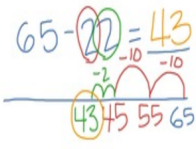


Student Success Criteria

What does success look like for Second Grade Mathematicians?

MATHEMATICS				
Benchmark	1	2	3	4
Algebra				
Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.	I can recognize, create and describe repeating number patterns.	I can identify, create and extend growing and shrinking patterns using numbers.	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. Use patterns to solve problems in various contexts.	I can identify and explain the unknown rule.
Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.	I can find the value for the unknown in a number sentence or story problem using direct modeling in <u>varied</u> problem types.	I can find the value for the unknown in a number sentence or story problem using counting on/back in <u>varied</u> problem types.	I can use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.	I can create equations to match story problems and create story problems to match equations in <u>varied</u> problem types.
Geometry and Measurement				
Tell time to the quarter-hour and distinguish between a.m. and p.m.	I can tell time to the hour and half hour.	I can tell time to the quarter hour and distinguish between a.m. and p.m. with teacher support.	I can tell time to the quarter-hour and distinguish between a.m. and p.m. 11:15 is the same as quarter past 11.	I can distinguish between activities that last an hour or half hour or quarter hour
Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.	I can identify pennies, nickels, dimes, and quarters and state their value.	I can find the value of a group of coins and determine combinations of coins that equal a given amount with teacher support.	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.	I can compare and find the difference between two priced items using coins up to one dollar (making change to the dollar).

Benchmark	1	2	3	4
Number and Operation				
Read, write and represent whole numbers up to 1,000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.	I can read, write and represent whole numbers to 999 with teacher prompting and support.	I can represent whole numbers up to 999 in more than one way.	I can read, write and represent whole numbers up to 1,000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.	I can represent whole numbers in a way that reflects place value. $141 = 100 + 40 + 1$ $141 = 100 + (4 \times 10) + 1$ $(14 \times 10) + 1 = 141$ $141 = 100 + 30 + 11$
Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.	I can tell the number of hundreds, tens and ones in any three digit number with teacher support. 341 is 3 hundreds, 4 tens and 1 one	I can describe any given three-digit number in terms of its value in ones, in tens, and in hundreds with teacher support. The value of 3 in 341 is 300, the value of 4 in 341 is 40 and the value of the 1 is 1.	I can use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.	I can reorganize numbers up to 1000. 341 has 34 tens and 1 one. 341 has 341 ones. Note: Know that the numbers up to 999 are in the ones periods (understand why we use the comma), and know that 1,000 begins the thousands period.
Compare and order whole numbers up to 1000.	I can compare two numbers up to 1000. More, less, least, greatest, less than, same as/equal (symbols not used at this level)	I can compare three numbers up to 1000 and put numbers on a number line with teacher support. More, less, least, greatest, less than, same as/equal (symbols not used at this level)	I can compare and order whole numbers up to 1000. Put random numbers in order from smallest to largest: ex: 186, 952, 592, 329, 392, 681	I can compare and order whole numbers up to 1000. I can explain the difference (distance) between numbers. (245 is 6 less than 251)
Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.	I can use a strategy to generate addition and subtraction facts while solving story problems.	I can use and explain strategies to generate addition/subtraction facts while solving story problems with teacher support.	I can use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.	I can use a strategy to create a story problem.

Benchmark	1	2	3	4
<p>Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>	<p>I can solve two digit addition and subtraction math problems in multiple ways.</p>	<p>I can explain the strategy I used to solve a two digit addition and subtraction math problem.</p>	<p>I can use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>	<p>I can use strategies that can be used for reorganizing numbers to solve addition and subtraction.</p> 



What Should My Student Be Able to Do to Meet Expectations in Music?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

MUSIC	
<p>The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12.</p> <p>Music education involves the development of musical knowledge and skills as well as critical discrimination. When students are studying music, they work in the artistic processes of creating, performing and responding. Music education integrates cognitive, affective and psychomotor development. Music is recognized as a basic and unique way of knowing and also as a way of enhancing the development of other, related intelligences. The challenge for music education is to help students function more effectively in the broad world of music through interaction with a variety of music from all times and cultures.</p>	
Create: Evaluate and Refine	Perform: Present
<ul style="list-style-type: none"> ➤ I can listen to and use feedback to improve my work. 	<ul style="list-style-type: none"> ➤ I can perform music expressively and with technical accuracy.
Work Habits	
<ul style="list-style-type: none"> ➤ I can make appropriate choices and follow music room expectations with limited guidance 	



Student Success Criteria

What does success look like for Second Grade Music?

MUSIC				
Benchmark	1	2	3	4
Create: Evaluate and Refine				
I can listen to and use feedback to improve my work.	I can listen to and use feedback to improve my work with guidance.	I can listen to and use feedback to improve my work with limited guidance.	I can listen to and use feedback to improve my work.	I can consistently listen to and use feedback to improve my work..
Perform: Present				
I can perform music expressively and with technical accuracy.	I can perform music expressively and with technical accuracy with guidance.	I can perform music expressively and with technical accuracy with limited guidance.	I can perform music expressively and with technical accuracy.	I can consistently perform music expressively and with technical accuracy.
Work Habits				
I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations with outside classroom support.	I can make appropriate choices and follow music room expectations with guidance.	I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations independently.



What Should My Student Be Able to Do to Meet Expectations in Physical Education?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

PHYSICAL EDUCATION

The goal of Health Education and Physical Education programs in Minnesota is to offer students educational opportunities that promote healthy, lifelong lifestyle decisions. Working together, parents, schools, and the state of Minnesota are making a real difference in the health and well being of our students.

Minnesota has adopted the National Standards for Physical Education, which were developed by the National Association for Sport and Physical Education.

Overhand Throw	Dribbling Hands and Feet
<ul style="list-style-type: none"> ➤ I can throw a ball overhand with two of the five critical elements: <ul style="list-style-type: none"> ○ Side to target in preparation for throwing action. ○ Arm back and extended, elbow at shoulder height or slightly above in preparation for action, and elbow leads. ○ Step with opposite foot as throwing arm moves forward. ○ Hip and spine rotate as throwing action is executed. ○ Follow through toward target and across body. 	<ul style="list-style-type: none"> ➤ I can dribble a ball with my hands or feet (using instep of foot) while walking.
Catching	Engagement & Behavior
<ul style="list-style-type: none"> ➤ I can catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. 	<ul style="list-style-type: none"> ➤ I can play appropriately and follow expectations without help from others.



Student Success Criteria

What does success look like for Second Grade Physical Education?

PHYSICAL EDUCATION				
Benchmark	1	2	3	4
Overhand Throw				
I can throw a ball demonstrating two of the five critical elements.	I can throw a ball overhand but do not step with my opposite foot.	I can throw a ball overhand and step with my opposite foot.	I can throw a ball overhand demonstrating two of the five critical elements: <ul style="list-style-type: none"> ❖ Side to target in preparation for throwing action. ❖ Arm back and extended, elbow at shoulder height or slightly above in preparation for action, and elbow leads. ❖ Step with opposite foot as throwing arm moves forward. ❖ Hip and spine rotate as throwing action is executed. ❖ Follow through toward target and across body. 	I can throw a ball overhand demonstrating three or more critical elements.
Dribbling Hands and Feet				
I can dribble a ball with my hands and/or feet (using instep of foot) while walking.	I can attempt to dribble with my hands and/or feet but I don't always make consistent contact with the ball.	I can dribble a ball with my hand (standing still) or my foot (while walking).	I can dribble a ball with my hands or feet (using instep of foot while walking).	I can dribble a ball using either my hand or my feet with three of the five critical elements: <ul style="list-style-type: none"> > Dribbles with hands: <ul style="list-style-type: none"> ■ Knees slightly bent (dribbling with hands). ■ Opposite foot forward when dribbling in self space. ■ Contact ball with finger pads. ■ Firm contact with top of the ball. ■ Contact is slightly behind ball for travel. ■ Ball to side and in front of body for travel. ■ Eyes looking over not down at the ball. > Dribbling with feet: <ul style="list-style-type: none"> ■ Dribble using inside of foot. ■ Dribble using both feet.

Benchmark	1	2	3	4
Catching				
I can catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	I can attempt to catch a ball, but it is still difficult for me.	I can catch a self-tossed or well-thrown large ball with hands, but I still trap or cradle it against the body.	I can catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	I can catch a gently tossed ball, demonstrating two of the five critical elements: <ul style="list-style-type: none"> ● Extend arms outward to reach for the ball <ul style="list-style-type: none"> ○ Thumbs in for catch above the waist ○ Thumbs out for catch below the waist ● Watch the ball all the way into the hands ● Catch with hands only; no cradling against the body ● Pull the ball into the body as the catch is made ● Curl the body slightly around the ball
Engagement & Behavior				
I can play appropriately and follow expectations without help from others.	I choose not to participate or don't know expectations.	I can play in class and follow expectations with help from the teacher or others.	I can play appropriately and follow expectations without help from others.	I can help others in my class play appropriately and/or follow directions.



What Should My Student Be Able to Do to Meet Expectations in Science?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SCIENCE

The state science education standards serve as the roadmap teachers use to drive excellence in Minnesota science education. They were developed based on sound science in order to prepare our students for higher education, jobs in a wide variety of technical and scientific fields, and to ensure our nation’s competitive performance in the international workplace. Source - Scimathmn.org, 2016

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of science. In future years, full “I Can Statements” will be added to the progress report.

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



Student Success Criteria

What does success look like for Second Grade Science?

SCIENCE

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <u>with teacher support.</u>	I can demonstrate my knowledge and my understanding of the concepts <u>with teacher prompting.</u>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Social and Emotional Development?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SOCIAL AND EMOTIONAL DEVELOPMENT

The Minnesota Department of Education, Social Emotional Learning Competencies, Learning Goals, Benchmarks, and Sample Activities are in draft form as Minnesota’s Social/Emotional learning standards. The standards help us share developmentally appropriate expectations for what children should know and be able to do at certain ages. They offer common language for assessing progress and supporting children and families.

We know parents are a child’s first teacher, and that each child develops at his or her own pace; therefore, the standards are not for high-stakes assessment. Instead, they help teachers design learning experiences and talk with parents about a child’s progress. Source - Minnesota Department of Education, 2016

Self Management	Responsible Decision Making
➤ I can recognize that I am in charge of my own behavior.	➤ I can identify and follow shared bus, classroom, and school norms.
Self Awareness	Relationship Skills
➤ I can identify positive and negative emotions within myself.	➤ I can take turns and share with others.
Social Awareness	
➤ I can recognize that others may experience situations differently from myself.	



Student Success Criteria

What does success look like for Second Grade Social and Emotional Development?

SOCIAL AND EMOTIONAL DEVELOPMENT				
Benchmark	1	2	3	4
Self Management				
I can recognize that I am in charge of my own behavior.	I do not recognize that I am in charge of my own behavior.	I can recognize that I am in charge of my own behavior with support from an adult.	I can recognize that I am in charge of my own behavior.	I can recognize that I am in charge of my own behavior and can explain my behavior to others.
Self Awareness				
I can identify positive and negative emotions within myself.	I do not know how to identify positive and negative emotions.	I can identify positive and negative emotions with support from an adult.	I can identify positive and negative emotions within myself.	I can identify positive and negative emotions within myself and others.
Responsible Decision Making				
I can identify and follow shared bus, classroom and school norms.	I do not identify and follow shared bus, classroom and school norms.	I can identify and follow shared bus, classroom and school norms with support from an adult.	I can identify and follow shared bus, classroom and school norms.	I can identify and follow shared bus, classroom and school norms and explain the importance to others.
Relationship Skills				
I can take turns and share with others.	I do not take turns or share with others.	I can take turns and share with others with support from an adult.	I can take turns and share with others.	I can take turns and share with others and explain the benefit of sharing to others.
Social Awareness				
I can recognize that others may experience situations differently from myself.	I do not understand that others may experience situations differently from myself.	I can occasionally recognize that others may experience situations differently from myself.	I can recognize that others may experience situations differently from myself.	I can recognize that others may experience situations differently from myself and I can empathize with others.



What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SOCIAL STUDIES

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study of history, geography, economics, and civics and government later on. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In addition to learning key concepts, students begin to apply essential disciplinary skills including civics skills, geospatial skills, economic reasoning and historical inquiry. Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another. Source - Minnesota Department of Education, 2011

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of social studies. In future years, full “I Can Statements” will be added to the progress report.

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



Student Success Criteria

What does success look like for Second Grade Social Studies?

SOCIAL STUDIES

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <u>with teacher support.</u>	I can demonstrate my knowledge and my understanding of the concepts <u>with teacher prompting.</u>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Art?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

VISUAL ART

The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12 and require that the arts be taught by “highly qualified” teachers.

Visual Arts education involves the development of student’s communication skills and creative aptitude when conceiving and developing new artistic ideas and sharing their creations. In addition, arts education provides many opportunities for collaboration and critical thinking via reflection and connection to the personal meaning and cultural aspects of art.

Lastly, the brain is highly influenced by the study of art as students are enhancing their sensory, attentional, emotional, cognitive, and motor capacities while exploring and understanding the art standards presented below.

Create	Connect
<ul style="list-style-type: none"> ➤ I can independently organize and develop artistic ideas and work. 	<ul style="list-style-type: none"> ➤ I can independently integrate knowledge and/or personal experiences to create art.
Reflect	
<ul style="list-style-type: none"> ➤ I can independently reflect on and revise personal artworks. 	



Student Success Criteria

What does success look like for Second Grade Visual Art?

VISUAL ART				
Benchmark	1	2	3	4
Create				
I can independently organize and develop artistic ideas and work.	With significant guidance I can organize and develop artistic ideas and work.	With limited guidance I can organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work while demonstrating mastery of a technique or skill.
Connect				
I can independently integrate knowledge and/or personal experiences to create art.	With significant guidance I can integrate knowledge and/or personal experiences to create art.	With limited guidance I can integrate knowledge and/or personal experiences to create art.	I can independently integrate knowledge and/or personal experiences to create art.	I can independently and clearly integrate knowledge and/or personal experiences in an innovative or multi-faceted way to create art.
Reflect				
I can independently reflect on and revise personal artworks.	With significant guidance I can reflect on and revise personal artworks.	With limited guidance I can reflect on and revise personal artwork.	I can independently reflect on and revise personal artworks.	I can independently reflect on and thoughtfully revise personal artworks.



What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

WORK HABITS

The work habit indicators are based on executive function skills that lead to academic and life success. Teachers will use the work habit indicators to identify students needs and growth areas that will help them perform in class. The indicators are separated from mastery of content and will provide a framework for teachers to isolate behavior from content.

Demonstrates Quality/Pride in Work	Listens and Follows Directions
<ul style="list-style-type: none"> ➤ I can show progress and quality in my work and be proud of my efforts. 	<ul style="list-style-type: none"> ➤ I can follow directions that have three steps in the order they are given to me.
Follows Expected Routines	Stamina Building and Task Completion
<ul style="list-style-type: none"> ➤ I can remember and complete the steps of my daily school routine including transitions. 	<ul style="list-style-type: none"> ➤ I can start my work right away and stay focused for an expected amount of time during an activity/project even when interrupted.



Student Success Criteria

What does success look like for Second Grade Work Habits?

WORK HABITS				
Benchmark	1	2	3	4
Demonstrates Quality/Pride in Work				
I can show progress and quality in my work and be proud of my efforts	With direct teacher prompting and support can I begin to show some progress in my work and start to be proud of my efforts.	With teacher guidance or prompting, I can start to show progress in my work and start to be proud of my efforts	I can show progress and quality in my work and be proud of my efforts.	I can show progress and quality in my work and am proud of my efforts, and can start to set personal goals for their growth.
Follows Expected Routines				
I can remember and complete each step of my daily routine.	With frequent direct prompting and support, I can start to remember and complete some steps of my daily routine including transitions.	With occasional prompting and support, I can remember and complete most steps of my daily routine including transitions.	I can remember and complete each step of my daily routine including transitions.	I can remember and complete each step of the daily routine including transitions and help others who might not know the routine.
Listens and Follows Directions				
I can follow directions that have three steps in the order they are given to me.	I can follow two or three step oral directions with heavy teacher guidance, and need help with the order to follow the directions in.	I can follow two-step, and start to follow three step directions with teacher support.	I can follow directions that have three steps in the order they are given to me.	I can follow oral directions with three steps and help others follow through with the directions.
Stamina Building and Task Completion				
I can start my work right away and stay focused for the expected amount of time during an activity or project.	With frequent prompting and direct support, I can start my work, but am still working on staying focused for an expected amount of time during an activity or project.	With occasional prompting and support, I can start my work and stay focused an expected amount of time during an activity or project.	I can start my work right away and stay focused for the expected amount of time during an activity or project even when interrupted.	I can start my work right away and stay focused until my work is complete during an activity or project, then choose an appropriate activity on my own, while others are completing their work.