

School District of Clay County				
Second Grade Report Card				
Student:				
School:				
Year:				
Teacher:				
Asterisk beside each domain heading indicates instruction is below grade level				

ACADEMIC STANDARDS KEY	
Consistently and independently masters the standard	M
Progressing toward mastery of the standard	P
Insufficient progress toward the standard	I
PERFORMANCE SKILLS INDICATORS	
Area of Concern	X
Standard not taught or assessed	
Moving towards proficiency of the standard	\

	Q1	Q2	Q3	Q4
At Risk for Retention				
Parent Conference Requested				
Promoted to next grade				

Attendance	Q1	Q2	Q3	Q4
Absent				
Tardy				

READING: Literature	Q1	Q2	Q3	Q4
Key Ideas and Details				
Ask and answer questions about key details; Central message or moral; Describe characters				
Craft and Structure				
Determine word rhythm and meaning; Text structure; Identify points of view				
Integration of Knowledge and Ideas				
Use of illustrations and words; Compare and contrast				
Range of Reading and Text Complexity				
Read and comprehend literature on grade level				

WRITING	Q1	Q2	Q3	Q4
Write opinion pieces in which they introduce the topic, state an opinion, supply multiple reasons for the opinion, uses linking words to connect opinion and reasons, and provide some sense of closure				
Demonstrates a strong understanding of the topic or text, organizes ideas and information into a paragraph, uses a well-developed topic sentence and concluding sentence that restates the topic, uses transitional words and supports the topic with facts, definitions and details				
Write narratives in which they include a setting with a time and place, Recounts at least 2 events in sequence or 1 event in great detail, uses details to describe actions, thoughts and feelings, uses transition words to signal event order and provide a sense of closure				

MATHEMATICS: Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Use addition and subtraction within 100 to solve one and two step problems with unknowns in all positions involving adding to, taking from, putting together, taking apart, and comparing				
Determine whether a group of objects, up to 20, has an odd or even number of members				
Write an equation to express an even number as a sum of two equal addends				
Use addition to find total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns				
Write an equation to express the total as a sum of equal addends				

Comments:

Comments:

Comments:

READING: Informational Text	Q1	Q2	Q3	Q4
Key Ideas and Details				
Ask and answer questions about key details; Identify the main topic; Describe connections				
Craft and Structure				
Determine meaning; Text features; Identify main purpose				
Integration of Knowledge and Ideas				
Use of images; Describe reasoning; Compare and contrast				
Range of Reading and Text Complexity				
Read and comprehend informational texts as appropriate for grade level				

SPEAKING AND LISTENING	Q1	Q2	Q3	Q4
Participate in collaborative conversations				
Listen to others when they speak and speak one at a time about the topics and texts under discussion				
Link their own comments to the remarks of others				
Ask and answer questions about what a speaker says to gain more information and deepen understanding				
Provides an oral presentation speaking audibly in coherent sentences				
Creates audio and visual presentations				
Produce complete sentences appropriate to task and situation				

MATHEMATICS: Numbers and Operations in Base Ten	Q1	Q2	Q3	Q4
Understand place value of ones, tens and hundreds				
Skip count by 5, 10 and 100 up to 1,000				
Read and write numbers to 1000 using base ten, names and expanded notation				
Compare 3 digit numbers using <, >, and =				
Fluently add and subtract within 100				
Add up to four 2 digit numbers				
Use manipulatives, pictures, numbers and words to add and subtract to 1,000				
Use the properties of operations to explain with drawings, objects or words why additional and subtraction strategies work				
Mentally add and subtract numbers by 10 or 100 from 100 to 900				

Comments:

Comments:

Comments:

READING: Foundational Skills	Q1	Q2	Q3	Q4
Distinguish long from short vowel sounds in spoken single-syllable words				
Know spelling - sound correspondences for additional common vowel teams				
Decode regularly spelled two-syllable words with long vowels				
Decode words with common prefixes and suffixes				
Identify words with inconsistent but common spelling-sound correspondences.				
Read on level text with accuracy and fluency to support comprehension				

LANGUAGE	Q1	Q2	Q3	Q4
Uses correct conventions of standard English grammar when speaking and writing				
Uses a variety of strategies to understand the meaning of words; context clues; prefixes; root words; compound words; glossaries and dictionaries				
Demonstrates understanding of word relationships including synonyms and antonyms				
Uses adjectives and adverbs				

MATHEMATICS: Measurement and Data	Q1	Q2	Q3	Q4
Estimate, measure and compare length of objects using appropriate tools for inches, feet, centimeters and meters				
Describe how two different units of measure compare				
Tell and write time from analog and digital clocks to the nearest five minutes using am and pm				
Solve word problems involving dollars, quarters, dimes, nickels and pennies using dollar and cent signs appropriately				
Make a line plot to show measurements of several objects				
Draw picture and bar graphs to represent a data set with up to four categories and solve simple problems using the graph				

Comments:

Science	Q1	Q2	Q3	Q4

Personal Development
S - Consistently demonstrates the skill
N - Demonstrates the skill some of the time

MATHEMATICS: Geometry	Q1	Q2	Q3	Q4
Recognize and draw shapes having specified attributes. Identify triangles, quads, pentagon, hexagon and cubes				
Partition a rectangle into rows and columns of same size squares and count to find the total				
Partition circles and rectangles into 2, 3 or 4 equal shares, describe the shares using the				

Comments:

Comments:

Comments:

	Social Studies	Q1	Q2	Q3	Q4
Comments:					

U -Requires on-going intervention to develop the skill				
	Q1	Q2	Q3	Q4
Exhibits positive behavior				
Participates appropriately in group activities				
Works without disturbing others				
Adjusts to transitions and changes				
Responds to conflict effectively				
Completes tasks				

words halves, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths				
Recognize the equal shares of identical wholes need not have the same shape				
Comments:				