

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				

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				

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				
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Decode regularly spelled two-syllable words with long vowels				
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Decode words with common prefixes and suffixes				
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Identify words with inconsistent but common spelling-sound correspondences.				
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Read on level text with accuracy and fluency to support comprehension				
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Comments:				

Science	Q1	Q2	Q3	Q4

Comments:				

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				
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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				
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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				
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Comments:				

SPEAKING AND LISTENING	Q1	Q2	Q3	Q4

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

LANGUAGE	Q1	Q2	Q3	Q4

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

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

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				
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Determine whether a group of objects, up to 20, has an odd or even number of members				
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Write an equation to express an even number as a sum of two equal addends				
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Use addition to find total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns				
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Write an equation to express the total as a sum of equal addends				
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Comments:				

MATHEMATICS: Numbers and Operations in Base Ten	Q1	Q2	Q3	Q4

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

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

MATHEMATICS: Geometry	Q1	Q2	Q3	Q4

Recognize and draw shapes having specified attributes. Identify triangles, quads, pentagon, hexagon and cubes				
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Partition a rectangle into rows and columns of same size squares and count to find the total				
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Partition circles and rectangles into 2, 3 or 4 equal shares, describe the shares using the				
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U -Requires on-going intervention to develop the skill

words halves, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths

	Social Studies	Q1	Q2	Q3	Q4
Comments:					

	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				

Recognize the equal shares of identical wholes need not have the same shape

Comments:				