Report Card Purpose:
The purpose of the District 96 Elementary Report Card is to clearly communicate student achievement of grade level specific learning targets and student work habits.

REPORTING SCALE FOR ACADEMIC LEARNING TARGETS

Extends (E): In addition to the “Mastery” criteria, the student demonstrates more complex learning that goes beyond what was explicitly taught. This category may not apply to some learning targets. ONLY TARGETS WITH A DOUBLE ASTERISK (**) CAN BE EXTENDED.

Mastery (M): The student shows mastery of the learning target. The student grasps and applies the key concepts, processes, and skills for the grade-level. This is the expectation for students in the final trimester a learning target appears on the report card. Literacy and Informational Text Learning Target mastery is based on a student’s ability to demonstrate mastery using complex, end of year grade-level text expectations.

Developing Mastery (D): The student is beginning to, and occasionally does, demonstrate understanding of the target. The student is able to grasp and apply some key concepts, processes, and skills but may need additional support at times to be successful.

Not Mastering (N): The student is not mastering and has made little progress toward mastery of the target. The student is working on concepts, processes, and skills learning to grade level work. The student needs additional support and practice to show progress towards grade-level expectations.

No Grade (NG): The student was not assessed during this term for this standard.

Not Enough Evidence (NEE): The teacher does not have enough evidence to determine mastery. See comments for more information.

REPORTING SCALE FOR EFFORT

Extends (E)
The student CONSISTENTLY and INDEPENDENTLY demonstrates exceptional effort.

Mastery (M)
The student CONSISTENTLY demonstrates effort, requiring SOME PROMPTING. (This is the expectation)

Developing Mastery (D)
The student OCCASIONALLY demonstrates effort, requiring FREQUENT PROMPTING.

Not Mastering (N)
The student RARELY demonstrates effort, requiring FREQUENT PROMPTING.

REPORTING SCALE FOR LEARNER CHARACTERISTICS

4.0: The student CONSISTENTLY and INDEPENDENTLY meets expectations.
3.0: The student CONSISTENTLY meets expectations with SOME REDIRECTION. (This is the expectation for students)
2.0: The student OCCASIONALLY meets expectations and requires FREQUENT REDIRECTION.
1.0: The student RARELY meets expectations and requires FREQUENT REDIRECTION.

<table>
<thead>
<tr>
<th>Learner Characteristics</th>
<th>Second Grade Learner Characteristics - Ms. N. Comin</th>
<th>T1</th>
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<tbody>
<tr>
<td>Manages time effectively to complete tasks.</td>
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<tr>
<td>Completes homework assignments on time.</td>
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### Second Grade Learner Characteristics - Ms. N. Comin (continued)

- Follows spoken and/or written directions.
- Demonstrates expected school behaviors.
- Organizes classroom materials and work space effectively.
- Shows respect for the safety and feelings of others.
- Participates actively in class.
- Cooperates effectively with others.

### Second Grade Literacy - Ms. N. Comin

#### Literacy

**Literature**

**(T1,T2,T3)** Use key details to ask and answer who, what, where, when, why and how, recount stories, determine their central message, lesson or moral and describe how characters in a story respond to major events and challenges.

**(T1,T2)** Describe the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action, acknowledging differences in the points of view of characters.

**(T1,T2,T3)** Use information gained from illustrations and words in print or digital text to demonstrate understanding of characters, setting, or plot, and compare and contrast two or more versions of the same story by different authors from different cultures.

**Informational Text**

**(T1,T2,T3)** Use key details from the text to ask and answer who, what, where, when, why and how questions, identify the main topic of a multiparagraph text, identify the focus of specific paragraphs in the text, and describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**General Writing: Production and Distribution**

**(T1,T2,T3)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**(T1,T2,T3)** Demonstrate command of the conventions of standard English capitalization and punctuation when writing.

**(T1,T2,T3)** Know and apply the conventions of grade-level spelling when writing.

**Opinion Writing**

**Writing: Informative/Explanatory**

**Writing: Narrative**

**(T1,T2,T3)** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Foundational Skills: Phonics and Word Recognition**

**(T1,T2,T3)** Know and apply grade-level phonics and word analysis skills in decoding words.

**Foundational Skills: Fluency**

**(T1,T2,T3)** Read with sufficient accuracy and fluency to support comprehension.

**Language: Vocabulary**

**(T1,T2,T3)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases and demonstrate understanding of word relationships and nuances in word meanings based on grade 2 reading and content, choosing flexibly from an array of strategies.

**EFFORT:** Demonstrates attitudes and behaviors that lead to successful learning.

### Second Grade Math - Ms. N. Comin

#### Math

**Operations and Algebraic Thinking**

**(T1)** Fluently add within 12 using mental strategies.

**(T1)** Fluently subtract within 12 using mental strategies.

**Number and Operations in Base Ten**

**(T1)** Demonstrate the amount of hundreds, tens, and ones in a three-digit number.

**(T1)** Count within 1000.

**(T1)** Skip-count by 5s, 10s, and 100s.

**(T1)** Read and write numbers to 1000.
### Second Grade Math - Ms. N. Comin

- **(T1)** Compare three-digit numbers.
- **(T1,T2)** Fluently add within 100 using different strategies.

**Measurement and Data**
- ***(T1)** Choose appropriate tools to measure the length of an object.
- ***(T1)** Measure the length of an object using two different units.
- ***(T1)** Estimate lengths.
- ***(T1)** Measure to find how much longer one object is than another.
- ***(T1)** Represent sums and differences on a number line.

**Geometry**

**EFFECT:** Demonstrates attitudes and behaviors that lead to successful learning.

### Second Grade Science - Ms. N. Comin

#### Earth Science
- **(T1)** Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- **(T1)** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- **(T1)** Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- **(T1)** Obtain information to identify where water is found on Earth and that it can be solid or liquid.

#### Physical Science

#### Life Science

**Demonstrates attitudes and behaviors that lead to successful learning.**

### Second Grade Social Studies - Ms. N. Comin

#### Economics
- ***(T1)** Distinguish between goods and services.
- ***(T1)** Identify the difference between producers and consumers.

#### Geography

#### Government

**Demonstrates attitudes and behaviors that lead to successful learning.**

### Second Grade Music - Mrs. J. Coleman

- **Connections:** History, Culture and Connections to other academic areas
- **(T1,T2)** Identify and describe musical instrumentation and ensemble types from different cultural and historical groups.

#### Creating: Improvising and Composing
- **(T1,T2)** Improvise rhythmic patterns.

#### Listening: Describing and Evaluating
- **(T1,T2)** Listen to a piece of music and display 2 elements of music in movements or performance.

#### Notation: Using Music Notation

#### Performing: Singing and Playing Instruments
- ***(T1,T2)** Perform 3 out of 4 independent parts in an instrumental ensemble.

**Demonstrates attitudes and behaviors that lead to successful learning.**
### Second Grade Physical Education - Mr. T. Spangler

| Physical Education
| Movement Skills
| (T1-T3) Demonstrate basic non-locomotor, and manipulative skills using developmentally appropriate form.
| Physical Fitness
| (T1) Identify activities that improve health.
| Team Building
| (T1-T3) Follow directions when participating in physical activities.
| (T1-T3) Perform independently and cooperatively when participating in physical activity.
| Health Promotion, Prevention and Treatment
| Human Body Systems
| (T1-T2) Recognize the importance of food, water and sleep as fuel for physical activity and learning.
| Communication and Decision Making

### Second Grade Art - Mrs. K. Lindgren

| Art
| Exhibits Art Etiquette
| (T1,T2,T3) Follow classroom rules.
| Creation and Production of Art
| (T1) Use a variety of lines.
| (T1) Differentiate and use organic and inorganic shapes.
| (T3) Create a 3D clay project using the coil method.
| (T1,T2,T3) Demonstrate historical styles and techniques.
| Demonstrates attitudes and behaviors that lead to successful learning.