

Student: DOE, JANE

ID: 4300999999

Grade: 02

ACADEMIC SCALE				
4-Application and/or understanding that extends beyond the standard				
3-Application and understanding of the standard/End-of-year expectation				
2-Partial understanding of the standard				
1-Limited understanding of the standard with assistance				
*-This level of performance is in line with expectations for this point in the year				
NYA-Not Yet Assessed				

	Nov	Jan	Apr	June
ENGLISH LANGUAGE ARTS				
Reading Standards for Literature				
RL.1.1 Ask and answer questions to demonstrate understanding of key details				
RL.1.2 Recount stories and determine their central message, lesson or moral				
RL.1.3 Describe how characters respond to major events and challenges				
RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem or song				
RL.2.5 Describe the overall structure of a story				
RL.2.6 Acknowledge different points of view of characters				
RL.3.7 Use info gained from illustrations and words to demonstrate understanding of characters, setting or plot				
RL.3.9 Compare and contrast two or more versions of the same story				
RL.4.10 Read and comprehend grade 2-3 literature proficiently with scaffolding as needed				
Reading Standards: Foundational Skills (K-5)				
RF.3.3 Know and apply grade level phonics and word analysis skills				

	Nov	Jan	Apr	June
RF.4.4 Read on-level text with sufficient accuracy to support comprehension				
Reading Standards for Informational Text				
RI.1.1 Ask and answer questions to demonstrate understanding of key details				
RI.1.2 Identify the main topic of a multiparagraph text				
RI.1.3 Describe connections between a series of events, ideas, concepts, or steps				
RI.2.4 Determine the meaning of words and phrases relevant to a grade 2 topic				
RI.2.5 Know and use text features				
RI.2.6 Identify the main purpose of a text				
RI.3.7 Explain how images contribute to and clarify a text				
RI.3.8 Describe how an author uses reasons to support points in a text				
RI.3.9 Compare and contrast the most important points presented by two texts on the same topic				
RI.4.10 Read and comprehend grade 2-3 informational text proficiently with scaffolding as needed				
Writing Standards				
W.1.1 Write opinion pieces introducing a topic or book they are writing about, supplying reasons that support the opinion and providing a concluding statement				
W.1.2 Write informative/explanatory texts introducing a topic, use facts and definitions, and provide a concluding statement				
W.1.3 Write narratives recounting an event or short sequence of events, incl. details and a sense of closure				

	Nov	Jan	Apr	June
W.2.5 With guidance and support, focus on a topic, revise and edit as needed				
W.2.6 With guidance and support, use a variety of digital tools to produce and publish				
W.3.7 Participate in shared research and writing projects				
W.3.8 Recall or gather information from provided sources				
Standards for Speaking and Listening—follow agreed upon rules for discussion				
SL.1.1 Participate in collaborative discussions with diverse partners on grade 2 topics and texts				
SL.1.2 Recount or describe key ideas or details from a text read aloud				
SL.1.3 Ask and answer questions about what a speaker says in order to clarify, gather, or deepen understanding				
SL.2.4 Tell a story or an experience with facts and details, speaking clearly				
SL.2.5 Create audio recordings of stories or poems; add drawings or visual displays				
SL.2.6 Produce complete sentences				
Language Standards				
L.1.1 Demonstrate command of conventions of grammar and usage when writing or speaking; demonstrate legible printing				
L.1.2 Demonstrate command of capitalization, punctuation, and spelling when writing				
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening				
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content				

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L.3.5 Demonstrate understanding of word relationships and nuances in word meanings				
L.3.6 Use words and phrases acquired through conversations, reading and being read to				
MATHEMATICS				
Geometry				
G.1.1 Draw shapes from specified attributes				
G.1.2 Partition rectangles into equal parts				
G.1.3 Partition circles into equal parts				
Measurement and Data				
MD.1.1 Measure to nearest inch, foot, centimeter, or meter				
MD.1.2 Understand relationship between number of units and the size of the unit				
MD.1.3 Estimate lengths using inches, feet, yards, centimeters, and meters				
MD.1.4 Determine how much longer one object is than another object				
MD.2.5 Use addition and subtraction to solve word problems involving lengths				
MD.2.6 Use a number line to represent lengths as distance from zero				
MD.3.7 Tell and write time to nearest 5 minutes				
MD.3.8 Solve word problems involving dollar bills (ones, fives, tens, twenties) and coins				
MD.4.10 Draw picture graphs and bar graphs				
MD.4.9 Generate data by measuring lengths of several objects				
Number and Operations in Base Ten				
NBT.1.1 Understand value of digits in a three-digit number				
NBT.1.2 Skip count by 5, 10, and 100 within 1000				
NBT.1.3 Read and write numbers to 1000				

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NBT.1.4 Compare two three-digit numbers				
NBT.2.5 Fluently add and subtract within 100				
NBT.2.6 Add up to four two-digit numbers				
NBT.2.7 Use models, drawings, and other strategies to add and subtract within 1000				
NBT.2.8 Mentally add or subtract 10 or 100 to or from a given number				
Operations and Algebraic Thinking				
OA.1.1 Use addition and subtraction within 100 to solve word problems				
OA.1.a Determine unknown number in an equation with four or more numbers				
OA.2.2 Fluently add and subtract within 20 using mental strategies				
OA.3.3 Determine odd or even number of items in a group				
OA.3.4 Find number of objects in rectangular arrays with up to 5 rows and columns				
SCIENCE				
Matter				
P.8.1 Observe and measure properties of matter				
P.8.2 Identify states of matter				
P.8.3 Recognize liquids and gases				
P.8.4 Observe and describe properties of water				
P.8.5 Measure and compare temperature				
P.8.6 Measure and compare liquid volume				
P.9.1 Investigate changing matter				
Energy				
P.10.1 Discuss forms of energy				
Motion				
P.13.1 Investigate movement				
P.13.2 Demonstrate the use of magnets				

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P.13.3 Recognize that objects are pulled toward the ground				
P.13.4 Demonstrate force (push/pull)				
Earth's Structures				
E.6.1 Recognize the Earth's rocks				
E.6.2 Describe soil characteristics				
E.6.3 Classify soil properties				
Earth's Systems and Patterns				
E.7.1 Compare and describe weather and seasons				
E.7.2 Investigate the Sun's energy				
E.7.3 Investigate, observe and describe evaporation				
E.7.4 Investigate wind				
E.7.5 State the importance of preparing for severe weather				
Heredity, Interdependence & Reproduction				
L.16.1 Observe and describe plant and animal life cycles				
L.17.1 Compare and contrast basic needs of all living things				
L.17.2 Recognize and explain habitats				
Organization Development of Living Organisms				
L.14.1 Distinguish parts of the human body				
The Practice of Science				
N.1.1 Raise scientific questions				
N.1.2 Compare observations				
N.1.3 Reasoning: Ask "how do you know?"				
N.1.4 Replication				
N.1.5 Distinguish between observations and inferences				
N.1.6 Explain new investigation solutions				
SOCIAL STUDIES				
Civics and Government				
American History				
Geography				
Economics				
ART				
Follows sequential procedures				

	Nov	Jan	Apr	June
Works purposefully				
Applies grade level art concepts				
MUSIC				
Uses instruments/materials responsibly				
Participates with best effort				
Demonstrates grade level music concepts				
PHYSICAL EDUCATION				
Demonstrates sportsmanship and participates fully and cooperatively				
Demonstrates age-appropriate movement/motor concepts and manipulative skills				
Demonstrates age-appropriate understanding of physical fitness and health concepts				

	Nov	Jan	Apr	June
Individual Plan Developed				
Making Progress Toward Meeting Grade Level Standards				
Conference Requested				
Attendance is Affecting Academic Progress				

ATTENDANCE				
Days Absent				
Days Tardy				

PLACEMENT FOR NEXT SCHOOL YEAR	
Promoted to Next Grade	
Retained in Present Grade	
Administratively Placed in Next Grade	

BEHAVIORS THAT AFFECT LEARNING SCALE
4 -Consistently or Independently
3 -Usually
2 -Sometimes
1 -Seldom

The purpose of grading is to describe how well students have achieved specific learning expectations based on evidence gathered from an assignment or other demonstration of learning. Grades are intended to inform and motivate parents, students, and others about learning successes and to guide improvements when needed.

Self-Directed Learner and Quality Producer				
Shows effort				
Organizes time, tasks, and materials				
Completes classwork				
Completes homework				
Actively listens and responds				
Produces work that is neat and organized				
Uses technology to facilitate learning				
Cooperative Worker				
Works cooperatively in groups of various sizes				
Shares and receives information and ideas				
Respectful Citizen				
Demonstrates respect for property, self, and others				
Demonstrates self-control				
Resolves conflicts appropriately				
Accepts responsibility for actions				
Demonstrates appropriate manners				