

2nd Grade Report Card Resource Document

Level	Indicators for Learner Behaviors
3	Proficient - Consistently meets expectations
2	Progressing - Inconsistently meets expectations
1	Area of Concern

Level	Indicators for Academic Areas
3	Proficient - Demonstrates consistent understanding of grade level standards.
2	Progressing - Demonstrates inconsistent understanding of grade level standards.
1	Area of Concern - Demonstrates an insufficient understanding of grade level standards.
IE	Insufficient evidence to assess at this time
X	Not assessed at this time

When do we use IE (Insufficient evidence to assess at this time)

- When a student was absent for a significant number of days
- In any situation where a student has not yet completed the assessments required for the teacher to confidently determine level of proficiency

When do we use X (Not Assessed at this time)

- When the teacher has taught the content, but hasn't yet fully assessed that content, or hasn't yet taught the content in its entirety.
- When the teacher has not taught or assessed understanding of the content (this could apply to some students or all students in a class depending on the situation)

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Reading: Literature

- Demonstrates understanding of key ideas and details.
 - Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - Recounts stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
 - Describes how characters in a story respond to major events and challenges.
- Demonstrates understanding of author's craft and text structure.
 - Describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
 - Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 - Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Demonstrates understanding of text through the integration of knowledge and ideas.
 - Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
 - Compares and contrasts two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Reads and comprehends complex literary texts independently and proficiently.
 - By the end of the year, reads and comprehends literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

- Demonstrates understanding of key ideas and details.
 - Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - Identifies the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
 - Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Demonstrates understanding of author's craft and text structure.
 - Determines the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
 - Knows and uses various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
 - Identifies the main purpose of a text, including what the author wants to answer, explain, or describe.
- Demonstrates understanding of text through the integration of knowledge and ideas.
 - Explains how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
 - Describes how reasons support specific points the author makes in a text.
 - Compares and contrasts the most important points presented by two texts on the same topic.
- Reads and comprehends complex informational texts independently and proficiently.
 - By the end of year, reads and comprehends informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading: Foundational Skills

- Knows and applies grade level phonics and word analysis skills in decoding words.
 - Knows and applies grade-level phonics and word analysis skills in decoding words.
 - Distinguishes long and short vowels when reading regularly spelled one-syllable words.
 - Knows spelling-sound correspondences for additional common vowel teams.
 - Decodes regularly spelled two-syllable words with long vowels.
 - Decodes words with common prefixes and suffixes.
 - Identifies words with inconsistent but common spelling-sound correspondences.
 - Recognizes and reads grade-appropriate irregularly spelled words.
- Reads with sufficient accuracy and fluency to support comprehension.
 - Reads with sufficient accuracy and fluency to support comprehension.
 - Reads grade-level text with purpose and understanding.
 - Reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Arts

- Participates effectively in a range of discussions.
 - Participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - Follows agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Builds on others' talk in conversations by linking their comments to the remarks of others.
 - Asks for clarification and further explanation as needed about the topics and texts under discussion.
 - Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media.
 - Asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Verbally presents knowledge and ideas.
 - Tells a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
 - Creates audio recordings of stories or poems; adds drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
 - Produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)
 - Uses knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Compares formal and informal uses of English.

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- Demonstrates correct use of grammar and sentence structure.
 - Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
 - Uses collective nouns (e.g., group).
 - Forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - Uses reflexive pronouns (e.g., myself, ourselves).
 - Forms and uses the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - Uses adjectives and adverbs, and chooses between them depending on what is to be modified.
 - Produces, expands, and rearranges complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- Demonstrates correct use of punctuation, capitalization and spelling.
 - Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalizes holidays, product names, and geographic names.
 - Uses commas in greetings and closings of letters.
 - Uses an apostrophe to form contractions and frequently occurring possessives.
 - Generalizes learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - Consults reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Applies accurate spelling in written work.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Demonstrates knowledge and proper usage of vocabulary across the curriculum.
 - Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - Uses sentence-level context as a clue to the meaning of a word or phrase.
 - Determines the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - Uses knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - Uses glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
 - Demonstrates understanding of word relationships and nuances in word meanings.
 - Identifies real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - Distinguishes shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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- Writes for specific purposes.
 - Writes opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
 - Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
 - Writes 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.
 - Uses knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Compares formal and informal uses of English.
- Uses the writing process to develop and strengthen writing.
 - Production and Distribution of Writing:
 - With guidance and support from adults and peers, focuses on a topic and strengthen writing as needed by revising and editing.
 - With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.
 - Research to Build and Present Knowledge:
 - Participates in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
 - Recalls information from experiences or gathers information from provided sources to answer a question.

Mathematics

- Represents and solves problems involving addition and subtraction.
 - Uses addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Adds and subtracts within 20.
 - Fluently adds and subtracts within 20 using mental strategies. By end of Grade 2, knows from memory all sums of two one-digit numbers.
- Works with equal groups of objects to gain foundations for multiplication.
 - Determines whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
 - Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- Understands place value.
 - Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - 100 can be thought of as a bundle of ten tens — called a "hundred."
 - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
 - Counts within 1000; skip-counts by 5s, 10s, and 100s.
 - Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form.
 - Compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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- Uses place value understanding and properties of operations to add and subtract.
 - Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
 - Adds up to four two-digit numbers using strategies based on place value and properties of operations.
 - Adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
 - Mentally adds 10 or 100 to a given number 100-900, and mentally subtracts 10 or 100 from a given number 100-900.
 - Explains why addition and subtraction strategies work, using place value and the properties of operations.
- Measures and estimates lengths in standard units.
 - Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
 - Measures the length of an object twice, using length units of different lengths for the two measurements; describes how the two measurements relate to the size of the unit chosen.
 - Estimates lengths using units of inches, feet, centimeters, and meters.
 - Measures to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Relates addition and subtraction to length.
 - Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
 - Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represents whole-number sums and differences within 100 on a number line diagram.
- Works with time and money.
 - Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
 - Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- Represents and interprets data.
 - Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
 - Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solves simple put-together, take-apart, and compare problems using information presented in a bar graph.
- Reasons with shapes and their attributes.
 - Recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.
 - Partitions a rectangle into rows and columns of same-size squares and count to find the total number of them.
 - Partitions circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognizes that equal shares of identical wholes need not have the same shape.

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Social Studies

- Understands concepts and vocabulary.
- Completes assignments and projects.

Science

- Understands concepts and vocabulary.
- Completes assignments and projects.

Music [Link to Illinois Music Standards](#)

- Explains knowledge of the concepts being taught.
 - Connecting
 - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
 - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - Performing
 - Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
 - Respond
 - Anchor Standard 7: Perceive and analyze artistic work.
 - Anchor Standard 8: Construct meaningful interpretations of artistic work.
 - Anchor Standard 9: Apply criteria to evaluate artistic work.
- Demonstrates skills based upon developmentally appropriate assessments.
 - Performing
 - Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
 - Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
 - Creating
 - Anchor Standard 1: Generate and conceptualize artistic ideas and work.
 - Anchor Standard 2: Organize and develop artistic ideas and work.
 - Anchor Standard 3: Revise, refine, and complete artistic work.
- Follows learning environment expectations.
 - Performing
 - Anchor Standard 6: Convey meaning through the presentation of artistic work.

Physical Education [Link to Illinois Physical Education Standards](#)

- Explains knowledge of the concepts being taught.
 - State Goal 19: Applying rules and procedures in small group activities. Applying rules and procedures in whole class activities.
- Demonstrates skills based upon developmentally appropriate assessments.
 - State Goal 19: Developing locomotor skills, manipulative skills, and rhythmic skills.
 - State Goal 20: Developing fitness skills based on the FitnessGram. Developing exercises based on the 4 health-related fitness components.

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- Follows learning environment expectations.
 - State Goal 21: Following rules and procedures in class. Cooperation skills in small group work. Cooperation skills in whole group work. Demonstrates positive problem solving skills.

Visual Arts [Link to Illinois Visual Arts Standards](#)

- Explains knowledge of the concepts being taught.
 - Creating
 - Anchor Standard 1: Investigate, Plan, Make
 - Anchor Standard 2: Investigate
 - Anchor Standard 3: Reflect, Refine, Continue
 - Connecting
 - Anchor Standard 10: Interpret
 - Anchor Standard 11: Synthesize
- Demonstrates skills based upon developmentally appropriate assessments.
 - Creating
 - Anchor Standard 2: Investigate
 - Anchor Standard 3: Reflect, Refine, Continue
 - Presenting
 - Anchor Standard 4: Relate
 - Anchor Standard 5: Select
 - Responding
 - Anchor Standard 7: Share & Perceive
 - Anchor Standard 8: Perceive
 - Anchor Standard 9: Analyze
- Follows learning environment expectations.
 - Creating
 - Anchor Standard 1: Investigate, Plan, Make
 - Anchor Standard 2: Investigate

Learner Behaviors

Demonstrates respect for peers and staff.

Follows classroom and school rules and procedures.

Demonstrates kindness and helpfulness.

Demonstrates respectful behavior when working with peers and adults.

To feel or show esteem, honor, and appreciation for others.

Demonstrates empathy for others.

Demonstrates organizational skills.

Materials are available when needed for class and stored so that they are both readily accessible and contained in designated spaces.

Keeps track of assignments and deadlines/sequence of what to do with those materials.

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Actively participates in class.

Engaged and focused on learning activities and discussion.

Follows directions.

Contributes to conversations and group activities.

Works on designated activities in a productive manner (small group).

Works cooperatively with others.

Works cooperatively to achieve group goals by contributing ideas, by listening to others, and by respecting others' ideas.

Demonstrates on-task behavior during group work.

Accepts various roles and an equitable share of the work within a group.

Demonstrates commitment to their own learning.

Prepared for class/lessons.

Completes work.

Demonstrates effort/Works hard.

Makes good use of class time.

Shows perseverance (when setbacks occur).

Budgets time for long-term assignments; continues working/endurance.

Advocates for self/ uses resources / seeks help as appropriate.

Follows instructions with minimal supervision.