



Student Information	
Student Name	
Student ID	
School Year	2014-2015
Grade	2
Teacher	

School Information	
School Name	
Principal	
School Phone	
School Address	

Academic Performance Key		
5	Exemplary	The student consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level. Above grade level standards/expectations.
4	Proficient	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/expectations.
3	Approaching Proficient	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of grade level standards/expectations.
2	Not Yet Proficient	The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.
1	Insufficient Evidence Towards Standard	Proficiency cannot be determined due to missing assignments, and/or length of time in school.
X	Not Applicable	The standard was not taught or assessed this semester. X's are given because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others are phased in as the school year progresses.

READING	S1	S2
Foundational Skills (Phonics, Word Recognition, Fluency):		
Identify short and long vowel patterns, vowel team (e.g., ea, ei, oy), prefixes and suffixes, and two syllable words; read irregular words without sounding them out (e.g., give, friend). RF.2.3		
Read grade level text accurately and fluently (easy, smooth, automatic) to support comprehension. RF.2.4		
Literature and Informational Text		
Ask and answer questions: who, what, where, when, why and how about a story; retell key details of a text; determine central message or moral of a story. RL.2.1-3, RI.1.		
Describe characters, setting, and action in the beginning, middle, and end of a story using pictures and words; show character point of view by changing voice when reading dialogue aloud. RL.2.5-7		
Read and comprehend grade level text and use reading strategies (e.g., ask questions, make connections, re-read) to understand difficult text. RL.2.10, RI.2.10		
Identify the main topic of multi-paragraph text and the focus of each paragraph in a text. R.I.2.2		
Describe the meaning of words/phrases that are specific to the subject of the text (e.g., ecosystem, producer); Use images/words to clarify text. RI.2.4&7		
Identify and use text features (e.g., captions, bold print, subheadings) to locate key facts or information in text. RI.2.5		

WRITING	S1	S2
Write an Opinion: Introduce topic, state an opinion, supply reasons to support opinion, provide concluding statement; With support, strengthen writing as needed by revising and editing. W.2.1&5		
Write to Explain: Introduce topic, use facts and definitions to develop points, provide concluding statement; With support, strengthen writing as needed by revising and editing. W.2.2&5		
Write a Narrative: Recount event(s), include details to describe actions, thoughts, feelings; provide a sense of closure; With support, strengthen writing as needed by revising and editing. W.2.3&5		
Use technology (e.g., Word, PowerPoint) and keyboarding skills to publish writing. W.2.6		
Research and write on a topic, answer questions using information from sources. W.2.7&8		

Student:	Teacher:
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LANGUAGE	S1	S2
Conventions of Standard English		
Identify and use correct grammar when writing or speaking (e.g., collective nouns, irregular plural nouns, reflexive pronouns, adverbs). L.2.1		
Capitalize, punctuate, spell correctly when writing (capitalize holidays, geographic names; use commas in greetings, closing of letters; use spelling patterns, dictionaries, reference materials). L.2.2		
Vocabulary Acquisition and Use		
Determine the meaning of unknown and multiple-meaning words using context clues, prefixes, root words, compound words, glossaries, and dictionaries. L.2.4		
Interpret figurative language, determine word relationships and word meanings. L.2.5		
When speaking and writing, use new words and phrases, including adjectives and adverbs (descriptive words), learned through conversations, being read to, and responding to text. L.2.6		

SPEAKING AND LISTENING	S1	S2
Participate in conversations with peers and adults, follow rules for discussion, build on others' talk by making personal connections, ask questions to clarify understanding. SL.2.1		
Ask and answer questions about what a speaker says to gather additional information or deepen understanding of a topic. SL.2.3		
Tell a story or share an experience with facts and relevant descriptive details using complete sentences and a clear, audible voice. SP.2.4		

MATHEMATICS	S1	S2
Operations and Algebraic Thinking		
Solve one- and two-step word problems using addition and subtraction within 100. OA.1		
Fluently add and subtract numbers within 20 using mental strategies (e.g., count on, make a ten). OA.2		
Work with equal groups of objects to gain foundations for multiplication. OA.3&4		
Number and Operations in Base Ten		
Represent and explain the value of each digit in three-digit numbers using hundreds, tens, and ones; read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. NBT.1&3		
Count within 1,000; skip-count by 5s, 10s and 100s. NBT.2		
Explain a process and determine when a three-digit number is greater than, less than, or equal to another three-digit number; write the comparison using $>$, $<$, $=$. NBT.4		
Fluently add and subtract within 100 by using strategies based on place value, properties of operations, and/or relationship between addition and subtraction. NBT.5		
Add up to four two-digit numbers using strategies based on place value and properties of operations. NBT.6		
Add and subtract within 1000; write and explain the process used; explain why addition and subtraction strategies work. NBT.7&9		
Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. NBT.8		
Measurement and Data		
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. MD.1		
Accurately measure one object by using different units of length; compare the measurements and explain how the size of the unit length affects the measurement. MD.2		
Estimate lengths using units of inches, feet, centimeters, and meters. MD.3		
Measure to determine how much longer one object is than another, express the difference in length between two objects using standard units. MD.4		
Add and subtract lengths of the same unit within 100; represent word problems involving lengths of the same unit using drawings & equations; solve for the unknown number in an equation. MD.5		
Create a number line with whole number intervals (equal spacing); represent whole numbers on a number line; find sums and differences within 100 using a number line. MD.6		
Geometry		
Identify the defining attributes (e.g., number of sides, faces, angles) of a shape. Use the defining attributes to name and draw shapes. G.1		

Student:	Teacher:
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SCIENCE	S1	S2
Understand the concepts of units taught (Life Science, Earth Science, Physical Science). SC.1		
Use the Scientific Inquiry process to pose questions and investigate the natural world. SC.2		

SOCIAL SCIENCE	S1	S2
Understand the concepts of units taught (Civics/Government, Economics, History, and Geography). SS.1		

HEALTH	S1	S2
Understand the concepts of units taught (Healthy decisions on matters concerning personal, family and community health). HL.1		

PHYSICAL EDUCATION	S1	S2
Be actively engaged and participate. PE.1		
Demonstrate competency in motor skills and movement patterns. PE.2		

MUSIC EDUCATION	S1	S2
Sing with appropriate range and tone. M.1		
Perform on instruments with appropriate technique. M.2		
Read and perform music from notation. M.3		

APPLICATION OF LIFE SKILLS ('X' = Student Needs Improvement)	S1	S2
Work Ethic		
Shows positive attitude towards learning		
Works Independently		
Participates in group activities		
Follows directions		
Strives for quality work		
Listens attentively		
Responsibility and Integrity		
Takes responsibility for choices and actions		
Follows school routines and expectations		
Makes appropriate transitions between activities		
Organizes self, materials, and belongings		
Solves problems appropriately		
Completes classroom assignments on time		
Completes and returns homework on time		
Compassion and Respect		
Demonstrates respect for adults		
Respects individual differences and rights of other students		
Respects school environment and materials		

Student:

Teacher:

ATTENDANCE	S1	S2
Days Present		
Days Absent		
Days Tardy		

TEACHER COMMENTS

Semester 1

Large empty rectangular area for teacher comments for Semester 1.

Semester 2

Large empty rectangular area for teacher comments for Semester 2.

SCHOOL MESSAGE

Large empty rectangular area for school messages.