


NAME: Student, Test  
 TEACHER: \_\_\_\_\_  
 SCHOOL: \_\_\_\_\_

# 2nd Grade

ATTENDANCE Fall Winter Spring  
 Half Days Absent: \_\_\_\_\_  
 Times Tardy: \_\_\_\_\_




S = Satisfactory  
 P = Making progress  
 I = Needs to improve

## LEARNING / SOCIAL BEHAVIOR

*We believe that these behaviors contribute to student learning and are considered an integral part of our teaching. We do not expect that all children will demonstrate consistency at all times, but we do emphasize continual progress for the student in demonstrating the behavior on a regular basis. Your child's progress is indicated according to the KEY to the left.*

	Fall	Winter	Spring		Fall	Winter	Spring
<i>Demonstrates responsibility for own learning.</i>				<i>Demonstrates self-discipline.</i>			
1. Shows interest and is involved in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Follows rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attends to the task at hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Demonstrates self control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Completes tasks independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Uses time wisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Responds to teacher-directed activities.</i>				<i>Interacts positively with peers and adults.</i>			
4. Listens attentively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Respects the rights of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Participates constructively in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Works cooperatively with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Participates constructively in activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Interacts positively with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Follows directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Solves problems constructively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<i>Puts forth effort.</i>			
				15. Perseveres even when tasks are difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				16. Willing to take risks and try new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				17. Chooses and accepts tasks that challenge abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B = Beginning  
 D = Developing  
 S = Secure

## WRITING

The expectations for achievement are that students will meet Secure (S) proficiency levels by spring. The shaded area indicates when the outcome is usually first assessed.

### Writing Genre

F	W	S	CONCEPTS / SKILLS
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Writes fiction/fantasy/personal stories that include characters, settings, problem/solution and events written in order.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Begins to write poetry based on reading a variety of grade level poetry.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Produces a magazine article that describes something/someone, lists features of an item or tells how to do something.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4. Produce and present a research project based on two research questions with help from the teacher.

### Writing Process

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Thinks about the audience and the purpose for writing.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6. Writes two paragraphs, each containing a main idea and details.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7. Makes changes to his/her own writing to fit the needs of the audience and the purpose of the project.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8. Writes a story from his/her viewpoint or in third person.

### Personal Style

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Develops a personal style in oral, written or acted out messages in both narrative and informational writing. Example: Expresses feelings, uses details and shows examples.
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### Grammar and Usage

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10. Writes with complete sentences using nouns, verbs, commas, contractions, and capitalization.
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### Spelling

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11. Correctly spells two-syllable words he or she sees often including words with common suffixes and prefixes.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Uses beginning and simple ending parts of words, or word lists provided by the teacher, to figure out how to spell more words.

### Handwriting

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Fluently forms upper and lower case letters neatly so that people can read them.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14. Begins to write the cursive alphabet.

### Writing Attitude

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	15. Is enthusiastic about writing and learning to write.
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Test Student - 2nd Grade

# READING



Behaviors are dated (F = fall, W = winter, S = spring) when they are seen routinely, over time, at a "secure" level. A behavior flagged as I = Needs Improvement.

Grade 1 Beginning Reader	Grade 2 Expanding Reader	Grade 3 Transitional Reader
<p><b>Comprehension</b></p> <p>___ Reads and comprehends books at Level I.</p> <p>___ Reads aloud with fluency and expression.</p> <p>___ Retells stories, read independently, to reflect sequence, setting, characters, problem, and resolution.</p> <p>___ Identifies main idea and supporting details of informational text read independently.</p> <p>___ Makes connections, with guidance, to other authors, books and personal experiences.</p> <p><b>Strategies</b></p> <p>___ Uses visual cues.</p> <p>___ Uses structure cues.</p> <p>___ Uses meaning cues.</p> <p>___ Self corrects miscues that affect meaning.</p> <p>___ Uses multiple strategies automatically as needed to problem solve text.</p> <p><b>Listening &amp; Speaking</b></p> <p>___ Responds to others using complete sentences.</p> <p>___ Uses questions and statements in appropriate contexts.</p>	<p><b>Comprehension</b></p> <p>..... Reads, with fluency and comprehension, Level M books.</p> <p>..... Reads and comprehends a variety of materials with guidance (e.g., folk tales, poetry, biography, informational material, historical fiction, mystery).</p> <p>..... Makes inferences that can be supported by the text.</p> <p>..... Identifies topic, main ideas and supporting details of informational text read by student.</p> <p>..... Makes connections with guidance to books and personal experiences.</p> <p><b>Strategies</b></p> <p>..... Uses multiple strategies automatically as needed.</p> <p>..... Uses table of contents, captions, glossary, and index to locate and gather information.</p> <p>..... Effectively and efficiently analyzes longer words.</p> <p><b>Listening &amp; Speaking</b></p> <p>..... Develops and elaborates ideas clearly using supportive and relevant details.</p>	<p><b>Comprehension</b></p> <p>..... Reads and comprehends complex literature.</p> <p>..... Reads and comprehends complex informational text.</p> <p>..... Uses effective strategies for dealing with obstacles to meaning of text.</p> <p>..... Makes inferences that can be supported by the text, without guidance.</p> <p>..... Takes part in literary discussion groups, with teacher guidance.</p> <p>..... Begins to read critically, using higher order thinking skills, with teacher guidance.</p> <p>..... Identifies themes from a variety of sources.</p> <p>..... Connects themes to own life.</p> <p>..... Effectively uses study strategies such as headings, key words, indices, table of contents.</p>

D E F G H I J K L M N O P

is the current Instructional Reading Level for this Report Card Period.

Reading Targets by Grade

The Instructional Reading Level for each marking period is indicated below. The slide/bar graph provides a visual representation of progress.

<p><u>Kindergarten</u></p> <p>Prior to June - Level A</p> <p>June - Level C</p>	<p><u>First Grade</u></p> <p>November - Level D</p> <p>March - Level G</p> <p>June - Level I</p>	<p><u>Second Grade</u></p> <p>November - Level J</p> <p>March - Level L</p> <p>June - Level M</p>
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\_\_\_ Fall-November \_\_\_ Winter-March \_\_\_ Spring-June

**A B C D E F G H I J K L M N O P**

FALL	] Below Target
WINTER	
SPRING	

# Test Student - 2nd Grade

## M A T H E M A T I C S



The goal is that students will be **Secure** in all outcomes by the end of the year.  
**B, D, S** indicates whether your child's understanding is **B**eginning, **D**eveloping or **S**ecure at the end of the reporting period.  
 Items unmarked have not yet been taught or assessed

EDM Unit	F	W	S	Concepts/Skills
Unit 1: Numbers and Routines				1. Counts to 1000 by 1s, 10s, and 100s starting from any number in the sequence.
				2. Compares and orders numbers to 1000; uses the symbols $>$ , $<$ and $=$ .
				3. Counts orally by 3s and 4s, starting with 0 and by 2s, 5s and 10s, starting with any number.
Unit 2: Addition and Subtraction Facts				4. Reads and writes numbers to 1000 in numerals and words, and relates them to the quantities they represent.
				5. Finds the missing number in an addition or subtraction fact family (e.g. $7 + \_ = 12$ ; $9 - \_ = 5$ ).
				6. Completes "What's My Rule?" tables and simple "Frames and Arrows" diagrams.
Unit 3: Place Value, Money and Time				7. Finds equivalent names for numbers.
				8. Knows all addition facts up to $10 + 10$ .
				9. Knows all subtraction facts related to addition facts up to $10 + 10$ .
Unit 4: Addition & Subtraction				10. Devises and uses strategies for finding sums of 2-digit numbers.
				11. Reads and records temperature on a thermometer in degrees Fahrenheit and Celsius.
Unit 5: Two and Three Dimensional Shapes				12. Identifies, describes and compares 2-dimensional shapes such as triangles, rectangles, squares, circles, semicircles, rhombuses, hexagons and trapezoids.
				13. Identifies, describes and compares 3-dimensional shapes such as prisms, cylinders, pyramids, cones, rectangular prisms and spheres.
				14. Distinguishes between curves and straight lines and between curved surfaces and flat surfaces.
				15. Explores and predicts the results of putting together and taking apart 2-dimensional & 3-dimensional shapes.
				16. Recognizes that shapes that have been slid, turned or flipped are the same shape.
Unit 6: Whole Number Operations				17. Uses manipulatives to solve multi-digit subtraction problems.
				18. Makes and explains ballpark estimates of exact answers to addition and subtraction problems.
				19. Mentally calculates sums and differences.
Unit 7: Patterns and Rules				20. Knows complements of 10 and 100.
				21. Finds distances between two numbers on a number line and number grid.
				22. Finds missing values in open sentences (e.g. $42 + \_ = 57$ ) using relationship between addition and subtraction.
Unit 8: Fractions				23. Solves addition and subtraction number stories; models, records symbols, explains.
				24. Recognizes, names, and writes commonly used fraction, e.g. $1/2$ , $1/4$ , $2/4$ , $3/4$ , $1/8$ , $1/3$ , $2/3$ , $1/6$ .
				25. Places 0 and halves, e.g. $1/2$ , $1\ 1/2$ , $2\ 1/2$ , on the number line; relates to a ruler.
Unit 9: Measurement				26. Compares unit fractions from $1/12$ to $1/2$ .
				27. Recognizes that fractions such as $4/4$ and $3/3$ and $2/2$ are equal to the whole (one).
				28. Measures length to the nearest whole and half unit using abbreviations (e.g. in., ft., yd., cm., m.).
				29. Compares lengths; adds and subtracts lengths.
				30. Finds the area of rectangles to the nearest unit.
Unit 10: Decimals and Place Value				31. Finds the perimeter of rectangles and triangles.
				32. Estimates and solves addition and subtraction number stories with length.
				33. Uses equivalent coins to show money amounts in different ways.
				34. Reads and writes money amounts in decimal notation.
				35. Adds and subtracts money in mixed units e.g., $\$2.50 + 60$ cents and $\$5.75 - \$3$ , but not $\$2.50 + \$3.10$ .
Unit 11: Extending Number Operations				36. Knows and expresses automatically the values of digits in 2-, 3- and 4-digit numbers.
				37. Estimates and solves addition and subtraction number stories with money.
				38. Shows multiplication as the total number of objects in a set of equal groups (e.g. $3 \times 5$ can be shown as $5+5+5$ objects).
				39. Draws and reads array models for multiplication facts.
Unit 12: Links to Third Grade				40. Constructs multiplication and division fact families.
				41. Solves 1-digit multiplication stories and simple division stories using objects, words and symbols.
				42. Interprets time as minutes after the hour and minutes before the next hour (e.g. 8:50 as eight-fifty & ten min. to nine.)
				43. Uses the concept of duration of time (e.g. determines what time it will be half an hour from 10:15).
				44. Makes pictographs and solves problems using information from pictographs, using scales where the symbols equal more than one.
			45. Uses Partial Sums to add multi-digit numbers.	
			46. Uses Trade First to subtract multi-digit numbers.	
			47. Uses strategies (including turn-around rule) to learn $\times 0$ , $\times 1$ , $\times 5$ , $\times 10$ facts.	

Test Student - 2nd Grade



**Rocks**

- Sorts, classifies and describes rocks according to their properties.
- Describes different ways rocks are formed and changed.
- Identifies fossils as rocks and explains how they contain evidence of ancient life.
- Makes observations and provides descriptions that are accurate and detailed.

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**Sound**

- Explains how vibrations produce sound.
- Describes pitch and volume and their relationship to sound vibrations.
- Describes how sound travels to get from a source to the ear.
- Makes observations and provides descriptions that are accurate and detailed.

**Life Cycles**

- Manipulates simple tools (e.g., ruler, hand lens) that aid observations and data collection.
- Identifies basic survival needs of plants and animals.
- Describes the life cycle of familiar plants and animals.
- Makes observations and provides descriptions that are accurate and detailed.

SOCIAL STUDIES



The Michigan Social Studies Standards identify content benchmarks in four areas: geography, economics, history, and civics. At this grade level, students compare and contrast different communities and how to live in them. They:

- analyze differences between urban, rural and suburban communities;
- use a compass rose and a grid to locate places on a map;
- explore service occupations, the production and distribution of goods and how to use limited funds to be a wise shopper;
- investigate how and why communities change over time;
- learn about good citizenship and its importance to a community.

To achieve these social studies benchmarks, students use the processes of a social scientist. They:

	Fall	Winter	Spring	
S = Satisfactory P = Making progress I = Needs to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	generate questions that lead to deeper understandings about life in a community;
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	work cooperatively to locate and acquire information through observation, people, photos, maps, graphs and print, audiovisual and electronic resources;
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	share the results of their investigation with others.

**Conflict Management:** Students at every grade level are taught skills for preventing, managing, and peacefully resolving conflicts. If students are given opportunities to practice these skills in real life school situations, they become empowered to take responsibility for resolving the conflicts that naturally occur in their lives.  Conflict Management

***An "X" indicates that the Health Unit has been taught.***

**Health Units Studied**  Personal Safety  Substance Abuse Prevention  Healthy Behavior

Test Student - 2nd Grade  
**GENERAL TEACHER COMMENTS**