

Dear Second Grade Parents,

Mrs. Barnes and Ms. Fiorini have comprised a subject-specific expectations and guidelines for report card assessment each quarter. To receive an "M" meets, your child should be able to consistently demonstrate mastery in each subject based on these guidelines. Assessments will vary depending on the subject area and will be evaluated accordingly.

Mrs. Barnes and Ms. Fiorini

	Language Arts Reading
Comprehension	<ul style="list-style-type: none"> • Should be reading grade level text. Here's an example of a typical grade level text for 1st quarter: <i>My friend Jeff got a baby sister last year. His parents never have time to play with him. And they are always busy changing the baby's dirty diapers!</i> • Understands and retells the main idea of the story.
Oral Fluency	<p>Rate Expression: Reads with smooth expression, conversational pace. Accuracy: Is able to read words accurately Punctuation: pauses at punctuation for example: commas, obeys ending punctuation and begins a new sentence</p>
Vocabulary Development	<ul style="list-style-type: none"> • Uses reading strategies to sound out words. (decoding) • Looks for clues to help look for definition of the word. (define)
Literary Elements	<ul style="list-style-type: none"> • Story structure can identify the character, setting, problem and solution (plot). • Secondary Elements: Understands the difference between fiction and nonfiction texts.

	Language Arts Writing
Ideas	<ul style="list-style-type: none"> • Body of paragraph should contain a topic sentence and supporting details only on that topic.
Organization	* Not assessed this quarter
Grammar, Mechanics, and Application	<ul style="list-style-type: none"> • Subject/verb agreement. Uses We were instead of We was. • Capital letters to start sentences and for all proper nouns as currently taught as quarter specifics. • Every sentence ends with correct punctuation marks. (?, !, .)
Spelling and Application	<ul style="list-style-type: none"> • Current word wall words are spelled correctly in story writing. • Applies spelling strategies to unknown words. For example if you know cat should be able to spell bat, that, what, etc. • Attempts phonic knowledge when sounding out words. For example; writes ch for the word church.

	Math
Addition/Subtraction	Student is able to recall correctly 25-49 addition and subtraction facts on a five minute timed test.
Computational Strategies	<ul style="list-style-type: none"> • Adds double digit numbers without regrouping. Ex. $33 + 4 = 37$
Number Sense	<ul style="list-style-type: none"> • Reads numbers through 999. • Can identify place value of ones, tens, and hundreds <u>Hundreds/Tens/Ones</u> 6 <u>7</u> 9 Ex. of requirement What value does the number 7 have? It represents 7 tens or 70. • Student can identify patterns and be able to skip count by any number by 2's, 3's, 4's 5's and 10's. • Student can compare numbers by ordering from least to greatest and from greatest to least, and can compare numbers using the < , > , =. • Can determine if a number is odd or even and explain why.

Math Continued Graphs	* Not assessed this quarter
Measurement	* Not assessed this quarter
Geometry	* Not assessed this quarter
Problem Solving	* Not assessed this quarter

	Science/Health
Understands current concepts	<p><u>Cause and effect of forces</u> Describe and know effects of pushes and pulls. Natural forces including: wind, water, gravity, and magnetism</p> <p><u>Magnetism</u> Knows vocabulary: Attract, repel, north pole, south pole, compass Knows types of magnets: horse shoe, bar, ring Describe the property of magnetic attraction. What materials will a magnet attract?</p>
Understands Scientific Method	Has been introduced to scientific method. (How to plan, organize, and carry out an experiment)

	Social Science
Understands current concepts	<p><u>Symbols</u> • Student can identify and explain the meaning of important U.S. symbols. (American Flag, Bald Eagle, White House, Liberty Bell, and the Statue of Liberty)</p> <p><u>What is a Community?</u> Student will identify common features of all communities as being a place where people live, work, play, and solve problems.</p> <p><u>How are Communities Different?</u> • Students will recognize that there are three different types of communities. • Student can identify the features of an urban community. • Student can identify the features of a rural community. • Student can identify the features of a suburban community. • Student can compare/contrast different types of communities.</p> <p><u>What Does a Map Show?</u> • Student identifies basic features of a map. • Student applies knowledge to locate key places in a community. • Student demonstrates knowledge by creating a map key, using the compass rose, and its four directions. (north, south, east, and west)</p> <p><u>What is Geography?</u> • Student can identify 8 geographic features. (mountains, desert, valley, plain, ocean, lake, island, river) • Student understands that communities have different geographical features. • Uses symbols on a physical map to identify geographic features</p>