

Issaquah School District Elementary Report Card Parent/Guardian Second Grade Reference Guide

This scoring guide represents academic expectations for year end. Reporting each trimester reflects student progress toward the end-of-year standards.

Scoring Key for Behaviors that Promote Learning

C	Consistently
O	Often
S	Sometimes
R	Rarely
M	Modified Expectations

Scoring Key for Academic Performance

4 Exceeds Standard	<ul style="list-style-type: none"> Demonstrates exceptional skill/concept development Applies learning to other subject areas independently
3 Meets Standard	<ul style="list-style-type: none"> Demonstrates skill/concept development appropriate for the grade level Applies learning to other subject areas with guidance
2 Approaches Standard	<ul style="list-style-type: none"> Demonstrates skill/concept development that is below the grade level expectations Requires extra time, support, and/or practice
1 Well-below Standard	<ul style="list-style-type: none"> Demonstrates skill/concept development that is significantly below the grade level expectations Requires extended time, support, and/or practice
NA Not Assessed	<ul style="list-style-type: none"> Not assessed this trimester
M Modified Expectation	<ul style="list-style-type: none"> In areas where a student's score is based on a modified expectation, the score will appear as an "M"
ELP English Language Proficiency*	<ul style="list-style-type: none"> Indication of student's language skills in speaking, listening, reading, and writing

* Please refer to the last page of this document for Special Education and ELL grading protocol.

Second Grade Behaviors that Promote Learning

Respect

- Follows school rules and expectations
- Listens with empathy
- Uses kind actions and words
- Recognizes and shows consideration for the rights and feelings of others

Responsibility

- Follows directions
- Is accountable; stays focused on task
- Demonstrates organizational skills
- Manages time wisely and completes assigned work on time

Collaboration

- Contributes responsibly in partner and group settings
- Respects and considers different opinions and ideas

Persistence

- Is able to continue when faced with a challenge; does not give up easily
- Accurately monitors own effort toward learning goals; reflects on progress

Flexibility

- Adapts positively to new or different situations and ideas
- Makes transitions efficiently

Problem Solving

- Tries a variety of approaches, strategies, or alternatives
- Independently considers options and attempts solutions

Speaking and Listening

- Actively listens
- Participates in collaborative conversations; shares ideas
- Takes responsible risks in sharing learning

Second Grade Reading

Reads Grade Level Text

- Reads and comprehends text accurately

Comprehension

- Key Ideas and Details
 - Asks and answers questions
 - Determines main idea(s)
 - Retell familiar stories with details
 - Describes connections between a series of text
 - Describes characters, settings, and events
- Craft and Structure
 - Determines the meaning of words and phrases
 - Describes story structure (beginning, middle, and end)
 - Uses text features to locate information (caption, index, icon, etc.)
 - Recognizes characters' different points of view
 - Identifies the purpose of nonfiction texts
- Integration
 - Uses information from illustrations, print, and digital texts
 - Describes how authors use reasoning to support their points
 - Compares and contrasts different versions of the same story or topic

Phonics Skills

- Uses a variety of word recognition strategies to understand text
- Reads grade-level appropriate high-frequency words (commonly used words)

Second Grade Writing

Production and distribution of a variety of text types: Narrative, Informational, Opinion, Poetry

Structure

- Writes narratives recounting events, using details to describe and elaborate
- Writes informative texts introducing topic and using facts and definitions to develop points
- Writes opinion pieces introducing topic and stating reasons to support opinion
- Provides closure
- Uses leads, transitions and organization

Development

- Uses words that help readers picture story and bring the characters to life
- Uses words that show expertise on topic
- Uses words that help reader agree with opinion
- Uses different kinds of information such as definitions, details, facts, steps, and tips

Language Conventions

- Uses grade appropriate grammar, spelling, and conventions in writing

Second Grade Math

Content

- **Operations and Algebraic Thinking**
 - Represents and solves problems involving addition and subtraction
 - Adds and subtracts within 20
 - Works with equal groups of objects to gain foundations for multiplication
- **Number and Operations in Base Ten**
 - Understands place value
 - Uses place value understanding and properties of operations to add and subtract
- **Measurement and Data**
 - Measures and estimates lengths in standard units
 - Relates addition and subtraction to length
 - Works with time and money
 - Represents and interprets data
- **Geometry**
 - Reasons with shapes and their attributes

Practices

- Makes sense of problems and perseveres in solving them
- Reasons abstractly and quantitatively
- Constructs viable arguments and critiques the reasoning of others
- Models with mathematics
- Uses appropriate tools strategically
- Attends to precision
- Looks for and makes use of structure
- Looks for and expresses regularity in repeated reasoning

Second Grade Science

Understands and applies skills and concepts related to scientific principles from among the following content areas:

- Physical Science: Forces and Motion
- Earth and Space Science: The Sun's Daily Motion
- Life Science: Life Cycles of Plants; Changes in Ecosystems

Second Grade Social Studies

Understands and applies skills and concepts related to social studies from among the following content areas:

- Communities/Civics
- Geography
- Economics

Second Grade Music

Demonstrates behaviors that promote learning

- Stays on task
- Follows directions
- Contributes positively

Demonstrates skills and concepts

- Sings
- Performs with instruments
- Reads and notates music
- Composes and improvises
- Listens, analyzes, and describes music

Second Grade Health and Fitness

Demonstrates behaviors that promote learning

- Respects the rights and feelings of others
- Actively listens and follows directions
- Stays on task
- Contributes positively

Demonstrates skills and concepts related to health and fitness from among the following content areas:

- Recognizes and demonstrates mature form in
 - Locomotor (i.e. jog, run, hop, jump, gallop, slide, skip, leap)
 - Non-locomotor (i.e. bend, twist, stretch, push, pull)
 - Uses manipulatives alone and with a partner (i.e. rolling, tossing, throwing over/underhand, catching, bouncing, dribbling, kick/punt)
 - Balance and rhythm
- Demonstrate movement concepts
 - Personal/general space
 - Pathways (i.e. zig-zag, curve, straight)
 - Directions (i.e. forward, backward, diagonal, sideways)
 - Levels (i.e. high, medium, low)
 - Moves safely in a variety of activities
 - Game strategies
- Recognizes and describes basic fitness vocabulary
 - Fitness, heart rate, pacing, muscle strength, muscle endurance, flexibility
- Understands skills and concepts related to health
 - Nutrition and the body

Elementary Grading Information For Parents: Exceptional Learners

The term “exceptional learner” is defined to include students who are English learners, those who have disabilities (IEP or 504), and those needing/receiving intensive instruction on any critical skill.

The district report card for an exceptional learner will be prepared by the student’s general education teacher with input from the special education teacher. The IEP progress report will be prepared by the special education teacher and sent home at the same time as the general education report card.

An “M” designation on the report card signifies that a modified expectation for the standard was used for a student in a particular area and will accompany the numeric notation on the report card.

- FOR BEHAVIORS that PROMOTE LEARNING – For any student who requires modified expectations in the areas of behavior or social emotional learning the following should apply:
 - An “M” will be used on the report card in the “Behaviors that Promote Learning” section of the report card to indicate that the student’s grade in this area is based on modified expectations.
 - A “C” or an “O” could be used in any area if the student exhibits behaviors that are “consistent/often similar to grade level standards.
 - If the student does not struggle in the areas of Behavior or Social the general education scoring key will be used: “C,” “O,” “S,” or “R.”
- FOR ACADEMIC PERFORMANCE AREAS – The general education teacher and any applicable intervention teacher(s) will collaborate to determine the appropriateness of using an “M” for each exceptional learner. A number will not be used with the “M” designation, but rather the associated comment will provide detail.
 - An “M” will be used to indicate that the student’s grade in this area is based on **modified expectations for the standard**
 - If using the “M” designation on the standard, the teacher will choose an associated comment from the comment bank. The general comment reads “Grade is based on modified expectations.” There are also specific comments that can be used which read “Grade based on K standard,” “Grade based on 1st grade standard,” etc.

Elementary Grading Information For Parents: English Language Learners

The district report card for a student in the ELL program will be prepared by the student’s general education teacher with input from the ELL teacher or ELL Educational Assistant. Your child may receive an ELP (English Language Proficiency) grade in content subject areas. An ELP score may be given instead of a 1 or 2. However, if your student is meeting standards, he/she will be given a 3 or 4 on their report card. An ELP grade means your student is working on their English language skills in that area and their learning is impacted by their English language development. The ELP comments explain what your child is able to do in each area.