

SJUSD SECOND GRADE PROGRESS REPORT Form A

Student	ID #
School	Birth date
Teacher	Year 2002-2003

All Students: Form A / English Learners: Forms A & B
English Learners in SEI: Form B for Languages Arts and Form A for all other classes
English Learners in Bilingual Program: Form B for ELD and Form A for all other classes
 Success for All

	FALL	WINTER	SPRING
READING STANDARDS English / Spanish			
Decoding and Word Recognition			
Reads 200 high frequency words correctly	/200	/200	/200
Reading Level (90% accuracy)	Lv	Lv	Lv
Fluency Rate (Words Read per Minute - Natural Speed)			
Uses cueing system to read words			
Reading Comprehension			
Compares plot, setting, and characters in stories			
Identifies rhythm, rhyme, and alliteration in poetry			
Effort (Rubric N I S E)			
WRITING STANDARDS English/Spanish			
Writes legibly			
Groups related ideas and maintains focus			
Understands purpose of reference materials			
Writes brief narratives			
Writes a friendly letter			
Revises to improve sequence and detail			
Uses correct sentence structure and grammar			
Uses correct punctuation and capitalization			
Spells grade level words correctly in written work			
Spells grade level words correctly on tests			
Spells 200 High Frequency Words correctly			
Effort (Rubric N I S E)			
Performance Based Assessment			
LISTENING AND SPEAKING STANDARDS Eng/Sp			
Asks for clarification and paraphrases stories and ideas using logical sequence			
Follows and restates three- and four-step oral directions			
Reports on topic with facts and details			
Effort (Rubric N I S E)			

Teacher's Comments for Fall	At Risk for Retention	
	Parent attended Conference	
Parent Signature	Date	

2	<i>Skills not assessed are left blank</i>	1 Below grade level standard	2 Approaching grade level standard	3 At grade level standard	4 Exceeds grade level standard	+ Consistently at grade level
	E EFFORT & BEHAVIOR RUBRIC	N Needs Improvement	I Improving	S Satisfactory	E Excellent	√ Inconsistently at grade level x Rarely at grade level

If subject is marked with *, student is receiving modified curriculum per SST, 504 Plan or IEP

	FALL	WINTER	SPRING
MATHEMATICS STANDARDS English/Spanish			
Orders and compares numbers to 1,000 and identifies place value			
Solves problems using addition and subtraction of two- and three digit numbers			
Recognizes and names fractions			
Solves problems using combinations of coins and bills			
Uses commutative and associative rules			
Solves addition and subtraction problems using data			
Measures the length of objects			
Tells time to the quarter hour			
Determines the time span between two events (hours)			
Identifies and describes plane and solid geometric shapes			
Records numerical data in systematic ways			
Represents the same data set in more than one way			
Makes decisions about how to set up a problem			
Solves problems and justifies reasoning			
Basic Facts (circle denotes weakness)	+ - x	+ - x	+ - x
Effort (Rubric N I S E)			
Performance Based Assessment			
SCIENCE STANDARDS English/Spanish			
Understands and applies the concepts of physical, life, earth, and space science			
Thinks scientifically			
Conducts scientific investigations			
Understands and uses scientific tools and technologies			
Communicates scientific information and processes			
Understands how developments in science and technology affect society and the environment			
Effort (Rubric N I S E)			

Teacher's Comments for Winter	Possible Retention	
Parent Signature	Date	

	FALL	WINTER	SPRING
PROGRAMS, SERVICES & ATTENDANCE (√)			
English Learner (If checked see Form B)			
Bilingual			
Structured English Immersion (SEI)			
Migrant Education			
Title I			
Speech / Language			
Special Education RSP / SDC			
Gifted And Talented Education			
Number Attendance Days in Grading Period			
Number of Days Tardy			
Number of Days Absent			
Absences/Tardies affect learning (Y=Yes)			

	FALL	WINTER	SPRING
HISTORY/SOCIAL SCIENCE STANDARDS E/S			
Uses maps and globes			
Asks questions and distinguishes fact from fiction			
Understands how different parts of society work together			
Effort (Rubric N I S E)			
TECHNOLOGY STANDARDS			
Understands and operates computer hardware and software			
Uses basic commands and options			
Effort (Rubric N I S E)			

	FALL	WINTER	SPRING
OTHER SUBJECTS (N I S E)			
Music, Visual, and Performing Arts			
Health			
Physical Education			

	FALL	WINTER	SPRING
EFFORT AND BEHAVIOR Lifelong Learning Standards (N I S E)			
Follows oral and written directions - LLS 1, 3			
Uses time appropriately - LLS 3			
Works independently - LLS 3			
Completes class work on time - LLS 3			
Completes homework on time - LLS 3			
Follows classroom rules - LLS 5			
Follows playground rules - LLS 5			
Works, shares, and plays cooperatively - LLS 2, 4			
Respects rights and property of others - LLS 4, 5			

Teacher's Comments for Spring	Retained	
	Promoted to Grade	
Teacher Signature	Date	



READING STANDARDS

Decoding & Word Recognition: Students decode words using their knowledge of phonics, syllabication, and plurals. They read and recognize common abbreviations.

Fluency Rate: Students read 90 wpm fluently.

Vocabulary and Concept Development: Students know prefixes, suffixes, antonyms, synonyms, compound words, and words with multiple meanings.

Reading Comprehension: Students use grade level material and a variety of strategies to understand new information (ask questions, restate facts and details, recognize cause and effect relationships, read charts and graphs). They use titles, table of contents, and chapter headings to locate information in expository text.

Literary Response and Analysis: Students read and respond to a variety of literature.

WRITING STANDARDS

Strategies: Students write clear and coherent sentences that develop a central idea and show they consider the audience and purpose. Students progress through the stages of the writing process.

Applications: Students write narratives that have a logical sequence of events based on their experiences. They write letters including the date, salutation, body, closing, and signature.

Written and Oral Conventions: Students write in complete sentences with proper word order. They know and use parts of speech including nouns and verbs. They use commas in the greeting and closing of letters, in dates, and in items in a series. They use quotation marks. They capitalize beginning words in a sentence, proper nouns, months and days of the week, and titles and initials of people.

Spelling: Students spell frequently used irregular words and basic vowel and consonant blend patterns. They spell grade level words in written work and on tests.

LISTENING AND SPEAKING STANDARDS

Students listen and respond to oral communication. They deliver recitations and make oral presentations on topics of interest or topics with which they are familiar.

TECHNOLOGY STANDARDS

Students know and use basic computer skills. They use computer software and basic commands and options.

MATHEMATICS STANDARDS

Number Sense: Students order and compare numbers to 1000. (Benchmarks: Fall 300, Winter 600) They use symbols (<, =, >) to compare and order numbers. They understand and use the inverse relationship between addition and subtraction to solve problems and check solutions. They can name fractions from 1/12 to 1/2. Students solve problems using the decimal notation, and \$ and ¢ symbols for money.

Algebra & Functions: Students simplify mental calculations and check results. They solve problems using data from simple charts, picture graphs, and number sentences.

Measurement & Geometry: Students measure to the nearest inch and/or centimeter and know relationships of time (minutes in an hour, days in a month, weeks in a year). Students identify shapes according to the number and shape of faces, edges, and vertices.

Statistics, Data Analysis & Probability: Students organize, display, and interpret the data on bar graphs and other representations.

Mathematical Reasoning and Communication: Students use skills and strategies to solve problems. They explain their reasoning and justify their approach. They set up, solve, and identify connections between one problem and another.

Basic Facts: Students know the multiplication tables of two's, five's, and ten's (to "times 10") and commit them to memory.

SCIENCE STANDARDS

Students learn that everything in the environment is classified as living or non-living; living organisms grow, change, and have basic needs. They learn how people use Earth's natural resources. They discover how scientists find fossils of plants and animals and learn about the Earth long ago. They observe that matter can be physically and chemically changed and that energy can cause these changes. They learn that energy exists in several forms and then study the nature of sound. They investigate how forces change the motion of objects. Students develop science process skills such as observing, comparing, classifying, measuring, predicting, experimenting, recording, and interpreting data, drawing conclusions, and communication.

HISTORY/SOCIAL SCIENCE STANDARDS

Students use the legend, scale and key of maps and globes to determine the location and information about places. They compare documentary sources on historical figures and events with fictionalized characters and events. Students understand how countries make and carry out laws. They describe the ways in which groups and nations interact with one another.

PROGRESS REPORTING

These marks are used to indicate a student's grade level proficiency, based on the academic content standards.

GRADE LEVEL PERFORMANCE STANDARDS

1 = Below the grade level standard: At this time of the year, the student is not meeting the standards for second grade. The student is working below grade level.

2 = Approaching the grade level standard: At this time of year, the student grasps and applies key concepts, processes, and skills for second grade, but produces work that is still not at grade levels.

3 = At the grade level standard: At this time of the year, the student regularly demonstrates proficiency in the majority of the standards for second grade. The student, with limited errors, grasps and applies key concepts, processes, and skills.

4 = Exceeds the grade level standard: At this time of the year, the student often exceeds the standards for second grade. The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills beyond the second grade level.

EFFORT AND BEHAVIOR STANDARDS

These marks are used to indicate a student's effort.

N = Needs Improvement: Indicates the student does not meet the effort and behavior expectations for his or her ability.

I = Improving: Indicates the student does not meet the effort and behavior expectations for his or her ability but recognizes student is trying and showing improvement.

S = Satisfactory: Indicates the student regularly meets the effort and behavior expectations for his or her ability.

E = Excellent: Indicates the student consistently meets and regularly exceeds the effort and behavior expectations for his or her ability.

LIFELONG LEARNING STANDARDS

These behaviors indicate how a second grader will demonstrate their progress toward mastery of SJUSD Life Long standards.

1. Effective Communicator: Expresses ideas in a variety of ways.

2. Informed Thinker: Identifies, defines, and solves problems.

3. Self directed Learner: Reflects on their attitudes and behavior.

4. Collaborative Worker: Makes relevant contributions to group.

5. Responsible Member: Recognizes and shows respect for people with diverse backgrounds.

6. Information Processor: Selects and uses relevant information.