

## Second Grade Standards Based Report Card 2005-2006

The State of Illinois requires students receive instruction and master learning standards for each grade level. Springfield Public Schools will communicate progress of students at your child's school by using a standards based report card. This type of report card communicates a clear message to parents about what their child knows, what s/he is able to do, and what needs to be mastered in relation to the standards. Achievement and effort are reported separately. Every report card statement will not have an assessment each quarter.

A standards based report card uses numerical levels to indicate performance of the grade levels for each quarter. An explanation of these markings is explained below:

**Advanced (4)** - The student **consistently** meets and **at times** exceeds (more depth/extension with grade level work and/or performing at a higher grade level) the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **advanced (4)**.

**Proficient (3)** - The student **consistently** meets the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **proficient (3)**.

**Basic (2)** - The student is **beginning to**, and **occasionally does**, meet the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **basic (2)**.

**Novice (1)** - The student is **not meeting** the standard as it is described by the *Body of Knowledge* for this grade level. The student's work is comparable to the *student models* and *rubrics* that are labeled **novice (1)**.

### Explanation of Report Card Statements

Every child is an individual who grows and develops at his/her own rate. Children in the same grade may differ widely from others in their group. There are however, expectations for students to have mastered by the end of the year. This pamphlet reflects expectations in each curriculum area. The **bold print** statements reflect the statements on the report card. The ● statements provide further explanation and examples of each report card statement. Each quarter the skills that are taught are assessed and reported to parents. Some statements will not have assessment scores each quarter.

When school and home work together as partners, our children will have the best opportunity to learn and succeed in school. To that end, we ask that you familiarize yourself with these standard expectations.

## LANGUAGE ARTS

### Uses knowledge of words to comprehend selections.

- Uses phonics skills to read age-appropriate text.
- Reads high frequency words in age-appropriate text.
- Uses word analysis skills to read age-appropriate text.
- Uses vocabulary skills to read and understand age-appropriate text.

### Reads fluently.

- Reads age-appropriate materials with attention to rate, expression, accuracy, and phrasing.

### Uses comprehension strategies.

- Uses reading strategies before, during, and after reading.
- Reads independently for 20-30 minutes daily.

### Understands how authors use literary elements and techniques in literature.

- Understands how authors use elements and techniques in literature.
- Reads and interprets a variety of literary genres.

### Uses correct spelling, grammar, punctuation, and capitalization.

- Writes legible letter formation without a copy.
- Uses correct spelling, grammar, punctuation, and capitalization.

### Uses writing to communicate ideas.

- Writes to maintain focus.
- Writes using support/elaboration.
- Writes to maintain organization.
- Writes for a variety of purposes and audiences.

### Listens effectively.

- Listens for a variety of purposes.

### Speaks effectively.

- Speaks for a variety of purposes.

### Uses language skills to acquire and communicate information.

- Locates and organizes information to answer questions and solve problems.
- Analyzes and evaluates information.
- Communicates acquired information, concepts, and ideas.

## MATH

### Uses knowledge of numbers and applies computation strategies.

- Counts ranges of numbers to 1,000 and identifies patterns by 1s, 2s, 5s, 10s, and 25s.
- Estimates whether a number is closer to 10, 100, or 1,000.
- Uses objects, pictures, words, and symbols to show numbers to 1,000.
- Uses objects, pictures, words, and symbols to show fractions through eighths.
- Compares and orders numbers to 1,000.
- Estimates and uses fact strategies through 18 to solve 1-digit and 2-digit addition/subtraction problems, including real-life problems, with and without regrouping.

### Uses measurement tools and applies measurement strategies.

- Estimates/measures time, length, capacity, weight, and temperature with customary units; and area with nonstandard units.
- Uses measurement strategies to solve time, length, perimeter, capacity, and temperature problems.

### Uses number patterns and applies strategies to represent problems.

- Identifies, describes, extends, and creates numeric patterns.

- Uses objects, pictures, words, and symbols to represent whole number problems.

### Uses knowledge of geometric figures and explains similarities and differences.

- Sorts and classifies 2-dimensional and 3-dimensional shapes.
- Describes and applies spatial language to represent direction and distance.
- Explains similarities and differences in shape relationships and position.

### Uses strategies to collect, organize, and explain data and solves probability problems.

- Collects, organizes, and displays data; describes and analyzes data; explains the results; draws conclusions.
- Predicts and collects data to decide whether events are more likely, less likely, impossible.

## SCIENCE

### Applies the processes of scientific inquiry and uses scientific data accurately.

- Understands that learning can come from careful observations and simple experiments.
- Uses questioning strategies.
- Collects data through investigations.
- Organizes data into logical patterns and describes the patterns.
- Knows possible solutions when given a design problem.
- Conducts an experiment using appropriate tools, techniques, and measurements.
- Communicates design of device, experimental design, and results.

### Understands the principles of life, physical, and earth/space science.

- Knows that living things have features that help them live in different environments.
- Knows that all living things cause changes in their environment that can be good or bad.
- Categorizes habitats using a variety of observable features.
- Describes how living things depend on other living things for survival.
- Identifies and explains matter and energy.
- Compares/classifies properties of matter.
- Knows how features on the Earth's surface are constantly changed by a combination of slow and rapid processes.
- Knows that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.
- Knows basic patterns of the sun and moon.
- Knows that the Earth is one of several planets that orbit the sun.
- Knows common characteristics of stars in the universe.

### Understands the relationships among science, technology, and society in historical and contemporary context.

- Uses basic safety practices.
- Knows why similar results are expected when similar procedures are practiced.
- Knows how knowledge and concepts can be gained by careful observations and experimental practices.
- Knows how using measuring tools improves the accuracy of estimating.
- Describes contributions which have made to science and technology.

## **SOCIAL STUDIES**

### **Understands political systems with an emphasis on the U.S.**

- Describes the rights and responsibilities of a citizen.
- Explains the importance of rules and laws.
- Explains the importance of settling conflict through positive means.

### **Understands how economic systems operate.**

- Identifies how salaries are exchanged for work.
- Explains the process of trading.
- Knows the differences between goods and services.

### **Understands local, state, and U.S. history.**

- Identifies the difference between past, present, and future time.
- Knows significant historical holidays and explains why they are special.
- Knows how people learn about themselves through customs and traditions.

### **Understands geography and its effect on society.**

- Understands the purpose and use of a map.
- Knows major landforms.
- Understands the importance of respecting and conserving the environment.
- Knows that geography affects the forming of communities.

## **HEALTH**

### **Knows what to do to stay healthy.**

- Identifies methods of health promotion and illness prevention.
- Recognizes responsible safety practices.
- Identifies positive environmental health practices.

### **Identifies body systems and how they function.**

- Describes how body systems function together.

### **Makes healthy decisions.**

- Differentiates between positive and negative behaviors.
- Demonstrates basic refusal skills.

## **PHYSICAL EDUCATION**

### **Uses skills needed to engage in physical activity.**

- Performs basic locomotor and non-locomotor skills.
- Performs basic manipulative skills.
- Demonstrates special skills related to spatial awareness during independent and group practice.
- Demonstrates safety and control during activities.

### **Maintains a level of physical fitness.**

- Knows the effects of sustained physical activity that increase the heart rate.
- Identifies the changes in the heart rate and the breathing rate during exercise.
- Identifies physical fitness activities within and outside the school setting.

### **Develops cooperation and sportsmanship by working with others.**

- Follows directions and class procedures while participating in physical activities.

- Works cooperatively within various groups to accomplish an assigned task.

### **Participates and applies effort in class.**

## **VISUAL ARTS**

### **Knows the language of the visual arts.**

- Identifies a variety of lines and textures.
- Identifies and defines primary and secondary colors.
- Knows that the placement of shapes in a pictorial plane can suggest depth.
- Recognizes contrast achieved through the combination of visual elements.
- Demonstrates an understanding of rhythm.
- Recognizes patterns in visual art.

### **Understands how works of visual art are produced through creating and performing.**

- Identifies tools and processes to create 2-D and 3-D works of art and sculpture.
- Creates 2-D and 3-D works of art (e.g., marker drawings).

### **Recognizes and identifies the function of visual arts in everyday life, past and present.**

- Recognizes and identifies the functions of art works in everyday life that reflect personal and neighborhood experience.

### **Participates and applies effort in class.**

## **MUSIC**

### **Knows the language of music.**

- Discriminates between long and short (duration), fast and slow (tempo), loud and soft (dynamics), same/different, and long/short phrases.
- Identifies vocal and instrumental tone colors (e.g., solo/group, strings, and percussion).
- Selects appropriate expressive elements (e.g., dynamics, tempo) and instruments to convey the mood of selected songs.
- Recognizes repetition in works of music (e.g., ABA) using shapes to represent form.

### **Understands how works of music are produced through creating and performing.**

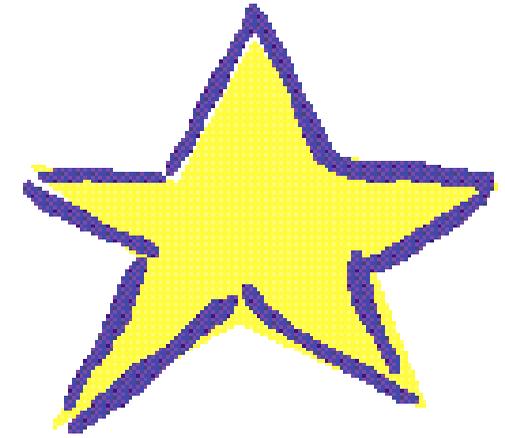
- Interprets rhythmic notation and musical symbols.
- Identifies a staff and its five lines and four spaces and articulates the music alphabet.

### **Recognizes and identifies the function of music in everyday life, past and present.**

- Sings selected songs.
- Performs basic rhythmic patterns.
- Identifies selected patriotic and holiday songs and relates them to appropriate occasions.
- Identifies/performs music of different cultures (e.g., Japan, Mexico).

### **Participates and applies effort in class.**

Springfield Public School District 186 



**Second Grade  
Standards-Based Report Card  
Parent Explanation Brochure**