

**PAUSD Grade 2 Progress Report: \_\_\_\_\_ Elementary School**

**Student Name** \_\_\_\_\_ **Birthdate** \_\_\_\_\_ **Teacher** \_\_\_\_\_ **School Year** \_\_\_\_\_

Grade-Level Proficiency				Attendance	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Additional Support and Services: <input type="checkbox"/> ELD <input type="checkbox"/> Reading Specialist <input type="checkbox"/> Other _____
Making limited progress toward end of year grade-level standard	Making expected progress toward end of year grade-level standard	Meeting end of year grade-level standard	Exceeding end of year grade-level standard	Days absent				
Low-Range ✓-	Mid-Range ✓	Upper-Range ✓+		Days tardy				
N/T—Not taught during reporting period				N/A—Not assessed during reporting period		Ending date		

Language Arts	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>				
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard
<b>Reading</b>											
Uses a variety of strategies to decode words											
Reads aloud with expression and fluency											
Reads grade-level materials independently											
Summarizes and gives the main idea of a story											
Draws conclusions, contrasts, and compares ideas in a story											
Uses non-fiction and reference materials to get information											
<b>Writing/Spelling</b>											
Uses capitalization and punctuation appropriately											
Applies spelling knowledge to written work											
Spells and uses 100% and core words correctly											
Writes legibly											
Writes independently in a variety of genres (narrative, expository, response to literature, poetry)											
Organization is evident: writes in a sequential manner and includes details											
Uses original ideas, interesting words, and complete and varied sentences											
Begins to revise and edit written work											

Language Arts (Cont.)	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>				
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard
<b>Listening/Speaking</b>											
Follows multi-step directions											
Listens to speaker and reacts appropriately											
Takes part in class discussions and stays on topic											
Maintains appropriate attention span											
Speaks audibly and fluently											
<b>Social Studies</b>											
Understands how nations make laws, carry out laws, and determines whether laws have been violated											
Has knowledge of the contributions made by famous Americans and others from all backgrounds											
Compares students' daily lives with those of previous generations											
Locates on a map where students' ancestors live(d)											

Mathematics	1 <sup>st</sup>				2 <sup>nd</sup>				3 <sup>rd</sup>			
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard	
<b>Number Sense and Operations</b>												
Counts, reads, and writes whole numbers to 1,000 and identifies the place value for each digit												
Uses flexibility in representing a quantity (e.g., $24 = 12 + 12 = 10 + 10 + 4$ )												
Knows addition facts (sums to 20)												
Knows subtraction facts (up to 20)												
Uses mental arithmetic to find the sum or difference of two two-digit numbers (e.g. $37 + 23 = 30 + 20 + 7 + 3$ )												
Uses a variety of strategies to add two-digit numbers with and without regrouping												
Uses a variety of strategies to subtract two-digit numbers with and without regrouping												
Creates models and solves simple problems involving multiplication and division												
Recognizes, names, represents and compares commonly used unit fractions (e.g. $1/2$ is larger than $1/3$ )												
Adds and subtracts amounts of money using decimal notation and the \$ and ¢ symbols												
<b>Algebra and Functions</b>												
Recognizes, describes and extends repeating and growing geometric and number patterns												

Mathematics	1 <sup>st</sup>				2 <sup>nd</sup>				3 <sup>rd</sup>			
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard	
<b>Measurement &amp; Geometry</b>												
Measures the length of objects using a nonstandard and standard unit												
Recognizes and makes reasonable estimates in measurement												
Tells time to one-minute intervals and knows relationships of time (e.g., how many minutes in an hour)												
Describes and classifies 2D and 3D shapes according to the number and shape of faces, edges and vertices												
<b>Data Analysis and Probability</b>												
Collects numerical data and records, organizes, displays, and interprets the data on bar graphs and other representations												
<b>Problem Solving and Mathematical Reasoning</b>												
Explains and justifies solutions and strategies using mathematical vocabulary												

	1 <sup>st</sup>				2 <sup>nd</sup>				3 <sup>rd</sup>		
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard
<b>Science</b>											
<b>Scientific Process Skills</b>											
Communicates scientific information verbally, in writing, and by drawing											
Participates in investigative classroom activities and discussions											
Uses scientific tools (hand lens, ruler, balance scale, thermometer)											
Makes estimates and predictions											
<b>Life, Physical, Earth Sciences</b>											
Recognizes the properties of solids, liquids, and gases											
Understands the various forms and causes of weather											
Understands the insect life cycle											

<b>I</b> Improvement Needed	<b>O</b> Often	<b>C</b> Consistently
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	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>		
	I	O	C	I	O	C	I	O	C
<b>Art</b>									
Shows interest and effort									
<b>Music</b>									
Participates actively in class activities									
Demonstrates cooperative behavior									
Demonstrates musical skill development									
<b>P.E.</b>									
Demonstrates progress toward age-appropriate skill development									
Displays positive attitude and good safety habits									
Uses equipment safely and cooperatively									

<b>I</b> Improvement Needed	<b>O</b> Often	<b>C</b> Consistently
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<b>Social Skills</b>	<b>1<sup>st</sup></b>			<b>2<sup>nd</sup></b>			<b>3<sup>rd</sup></b>		
	I	O	C	I	O	C	I	O	C
Demonstrates self-confidence and independence									
Demonstrates respect/consideration for peers									
Demonstrates respect/consideration for adults									
Demonstrates respect for school property									
Resolves conflicts using appropriate strategies									
Demonstrates self-control									
Follows classroom/school rules									
Accepts personal responsibility for actions									
<b>Study Skills</b>									
Assumes responsibility in following classroom tasks and routines									
Uses class time effectively									
Completes homework assignments on time									
Perseveres with challenges									
Demonstrates effort to do best work									
Changes activities quietly and promptly									
Seeks help when needed by communicating with peers and adults									
Works independently/stays focused									
Works effectively/cooperatively in small and large groups									
Uses and organizes materials appropriately									

**Comments**

## Explanation of the Progress Report – 2<sup>nd</sup> Grade

The primary goal of the Palo Alto Unified School District is to enable each student to learn and achieve academic success and develop effective interpersonal skills. The purpose of the **Progress Report** is to give more information about each child's progress in relation to the Palo Alto Unified School District grade-level standards. Each grade-level assesses students on the most significant standards in the areas of language arts, math, social studies, and science. **Progress Reports** are distributed three times a year. Student progress is measured in relation to the PAUSD grade-level standards for completion by the **end of the school year**. They are graded in the following manner.

### **Making limited progress toward grade-level standards:**

The student is making some progress, but is below the level that is expected at that time of the marking period.

### **Making expected progress toward grade-level standards:**

Indicates that the student is progressing at a sufficient rate to be able to meet the grade-level expectations by the end of the year.

### **Meeting end of year grade-level standards:**

Indicates a student has met the standard for the end of the year in that grade.

### **Exceeding end of year grade-level standards:**

Indicates a student has gone beyond the end of year standard for that grade.

**Be sure to check the column that has been selected within each column. Students are marked in the following way:**

- ✓+ indicates that the student is in the upper-range
- ✓ indicates that the student is in the mid-range
- ✓- indicates that the student is in the low-range

### **During the third trimester:**

All of the above categories remain the same with the exception of “Making expected progress toward the grade-level standards.” It is now expected that the student would meet the grade-level standard.

The letters N/T indicate that the particular standard is not taught during the indicated marking period.

In addition to written progress reports, teachers hold parent conferences during the school year.

The letters N/A indicate that a particular standard was not fully assessed during the reporting period.

### **English Language Learners**

English Language Learners receive their instruction in all subject areas in regular classrooms with teachers certified to teach SDAIE (Specially Designed Academic Instruction in English). Their progress will be indicated on the Progress Report with any necessary additional information added in the comment section.

**For grades 1-5, Music and Physical Education teachers serve large numbers of students. They give grades in the second and third trimester only.**

***If at any time you have questions about your child's progress, please contact your child's teacher.***

*In second grade, each student will...*

## **Reading—Language Arts**

### *Reading and Writing Skills*

- read grade-appropriate materials with understanding and enjoyment
- re-read for meaning and self-correct when necessary
- use a variety of phonetic, semantic, and syntactic cues to decode new words
- identify elements of a story
- summarize and give the main idea of a story
- relate some details from a story
- read with expression and fluency from selected materials
- read a variety of fiction and non-fiction materials
- use a variety of strategies when writing to engage reader
- write independently with fluency; stay on topic throughout the draft
- compose in different writing types across the curriculum (e.g., poetry, story, writing to share information)
- spell high-frequency words correctly
- write legibly using capitalization and ending punctuation
- begin to edit own and other's work

### *Speaking and Listening Skills*

- follow multi-step directions
- take part in class discussions and stay on topic
- express ideas with clarity

## **Mathematics**

### *Number Sense and Operations*

- counts, reads, and writes whole numbers to 1,000 and identifies the place value for each digit
- uses flexibility in representing a quantity (e.g.,  $24 = 12 + 12 = 10 + 10 + 4$ )
- knows addition facts (sums to 20)
- knows subtraction facts (up to 20)
- uses mental arithmetic to find the sum or difference of two two-digit numbers (e.g.,  $37 + 23 = 30 + 20 + 7 + 3$ )
- uses a variety of strategies to add two-digit numbers with and without regrouping
- uses a variety of strategies to subtract two-digit numbers with and without regrouping
- creates models and solves simple problems involving multiplication and division
- recognizes, names, represents and compares commonly used unit fractions (e.g.,  $1/2$  is larger than  $1/3$ )
- adds and subtracts amounts of money using decimal notation and the \$ and ¢ symbols

### *Algebra and Functions*

- recognizes, describes and extends repeating and growing geometric and number patterns

### *Measurement and Geometry*

- measures the length of objects using a nonstandard and standard unit
- recognizes and makes reasonable estimates in measurement
- tells time to one-minute intervals and knows relationships of time (e.g., how many minutes in an hour)
- describes and classifies 2D and 3D shapes according to the number and shape of faces, edges and vertices

### *Data Analysis and Probability*

- collects numerical data and records, organizes, displays, and interprets the data on bar graphs and other representations

### *Problem Solving and Mathematical Reasoning*

- explains and justifies solutions and strategies using mathematical vocabulary

## **Science**

### *Scientific Process Skills*

- use scientific tools, such as the hand lens, ruler, balance scale, and thermometer
- compare and classify objects based on their attributes and characteristics
- participate in investigative classroom activities and discussions
- communicate scientific information verbally and in writing or drawing
- begin to develop and use descriptive language
- make estimates and predictions
- make models to represent an object

### *Encounter the big ideas of Life, Physical, and Earth Sciences through participation in units of study: Air & Weather, Insects and Liquids*

- explain that plants and animals have behaviors characteristic of their kind, that parents pass on their physical characteristics to their offspring
- recognize that there is diversity in living things
- draw a plant or animal life cycle
- recognize that matter is anything that takes space, has observable properties—solid, liquid or gas—which can be changed
- recognize that the sun is the source of the Earth's heat and light energy
- understand that weather exists in many forms, that Earth is surrounded by a blanket of air called atmosphere
- recognize patterns in nature which are cycles: seasons, day and night
- demonstrate through classroom activities how shadows result when an object blocks light coming from a light source\*
- investigate how air occupies space and exerts pressure

*\*This concept, taught through classroom activities, is not currently part of a second grade core unit.*

## **Social Studies**

### *Participate in classroom activities around the year-long theme, People Who Make a Difference*

- understand how nations make laws, carry out laws, and determine whether laws have been violated
- have knowledge of the contributions made by famous Americans and others from all backgrounds
- describe food production and consumption long ago and today
- understand the role and interdependence of buyers (consumers) and sellers (producers)
- compare students' daily lives with those of previous generations
- locate on a map where students' ancestors live(d)

## **Visual and Performing Arts**

### *Visual Arts*

- perceive and discuss differences in mood created by warm and cool colors
- demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, tempera, crayon rubbings and collage
- depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture
- identify and discuss how art is used in events and celebrations in various cultures

### *Music and the Performing Arts*

- read, notate, listen to and describe music
- sing songs with accuracy and use hand percussion instruments to play rhythmic and melodic ostinatos
- sing and play songs from diverse cultures
- make judgments about the quality of a musical performance
- describe how music communicates ideas and moods

## **Physical Education**

- run, skip, slide
- increase ball control capacity; bounce and catch a ball several times
- jump rope
- participate in group games
- demonstrate good health practices (e.g., nutrition, exercise, rest, health care)