

Student:

Quarter	1	2	3	4
<b>Characteristics that Support Learning</b>				
Strives for personal best				
Is a self-directed learner				
Works cooperatively with others				
Accepts responsibility for own actions				
Respectful of rights, opinions and property of others				
Demonstrates perseverance				
Demonstrates self-control				
Uses time wisely				
Demonstrates organizational skills				
Completes classwork/homework				
<b>READING</b>				
Reads on-level text with purpose, accuracy and fluency (literature and informational)				
<b>Literature text</b>				
Asks and answers questions about key ideas, details, and words				
Retells stories identifying central message/lesson				
Compares and contrasts versions of the same story by different authors/cultures				
<b>Informational Text</b>				
Asks and answers questions about key ideas, details and words				
Identifies the main topic of text and specific details				
Knows and uses various text features to locate key facts or information				
<b>Phonics and Vocabulary</b>				
Decodes words with various vowel combinations				
Recognizes and reads grade-appropriate sight words				
Determines the meaning of words using context clues and word structure				

<b>Speaking/Listening</b>				
Participates in collaborative conversations about grade-level topics and texts				
Speaks clearly in coherent, complete sentences				
<b>WRITING</b>				
Composes opinion pieces of writing including introduction, opinion, reasons and conclusion				
Composes informative/explanatory texts including introduction, facts and conclusion				
Composes narrative texts including sequencing, details and closure				
Revises and edits to strengthen writing				
Participates in research and writing projects				
Uses correct grammar and parts of speech when writing and speaking				
Writes complete simple and compound sentences				
Uses conventions of writing (capitalization, commas, apostrophes)				
Uses spelling patterns when writing and consults reference materials to check spelling				
<b>MATHEMATICS</b>				
Represents and solves problems involving addition and subtraction				
Adds and subtracts within 20 fluently				
Works with equal groups of objects to gain foundations for multiplication				
Understands place value				
Uses place value understanding and properties of operations to add and subtract				
Measures and estimates lengths in standard units				
Relates addition and subtraction to length				
Works with time and money				
Represents and interprets data				
Reasons with shapes and their attributes				
<b>SOCIAL STUDIES</b>				
Social Studies academic content (Social Studies standards are also integrated into Reading and Writing Standards)				

<b>SCIENCE</b>				
Science academic content (Science standards are also integrated into Reading and Writing Standards)				
<b>SPECIALS</b>				
<b>Art</b>				
Applies and maintains appropriate behaviors that promote effective personal and social interactions in classroom activities				
Understands elements and principles of art and uses a variety of media, techniques, and processes to produce projects or products				
<b>Physical Education</b>				
Applies and maintains appropriate behaviors that promote effective personal and social interactions in classroom activities				
Demonstrates proficiency and achievement of concepts, skills and applications of movement				
<b>Music</b>				
Applies and maintains appropriate behaviors that promote effective personal and social interactions in classroom activities				
Applies music knowledge, skills, techniques and processes				
<b>ATTENDANCE</b>				
Days Absent				
Days Tardy				

## Standards-Based Report Cards

This report card is based on a specific set of standards for this grade level that students need to meet by the end of the school year. Student progress and performance must be viewed on a learning continuum. The goal is for students to achieve Proficiency (3) by the end of the school year. A student does not achieve this level until all parts of the standard have been met with proficiency. The marking for each quarter reflects the progress the student has made toward proficiency of each of the standards.

## Explanation of Academic Indicators

**3 = Proficient** - Student demonstrates solid, acceptable achievement of the standard(s).  
**2 = Developing** – Student is making progress toward acceptable achievement of the standard(s), or not all parts of the standard have been taught and assessed.  
**1 = Needs Support** - Student requires more time and experiences; shows limited achievement of the standard(s).  
**X = Standard Not Assessed**  
**\* = Insufficient Evidence**

## Explanation of Characteristics that Support Learning

**++ = Consistently demonstrates**  
**+ = Developing**  
**- = Improvement Needed**

### Quarter 1

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

### Quarter 2

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

### Quarter 3

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

### Quarter 4

Teacher Signature \_\_\_\_\_



## Scottsdale Unified School District

7575 E. Main Street,  
Scottsdale, Arizona 85251

Elementary Standards Based Report Card

## Second Grade

The purpose of this report card is to communicate with parents and students about each child's progress relative to characteristics that support learning and specific year-end grade level standards.

Student:

Teacher:

School: