



Boyertown Area School District

Report Card Guide for Parents and Guardians

Grade Two

The updated report card that you are receiving this year was completely revised during the 2017-2018 school year and will continue to be updated throughout the upcoming school years. This report card, aligned with national and state standards, is designed to provide you with specific information about your child's performance in each subject.

This report card guide was written to assist you in understanding the form and the content of the elementary report card.

It is our hope that this guide anticipates and answers your questions. In the event that you need more information, you may contact your child's school and/or teacher.

Grading in Standards-Based Report Cards

A standards-based reporting system is designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Pennsylvania Department of Education and adopted by the district.

A variety of tools may be used to gather evidence of student performance including traditional assessments, teacher observations, and student work. The following are used on the student's report card to indicate the level of performance in relation to the standards.

4 - A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills in a variety of settings. Typically, few students perform at this level.

3 - A student earning a 3 consistently demonstrates an understanding of grade level skills and concepts and requires minimal support.

A 3 throughout the school year indicates strong, excellent work at grade level. The 3 mark is the goal for the grade level and should be celebrated.

2 - A student earning a 2 has not yet met the standard, but is progressing toward achieving skills and learning end-of-year grade level concepts. Some support or intervention from teachers and parents is needed; however, a 2 indicates ongoing growth.

1 - A student earning a 1 is currently not meeting grade level standards. The student demonstrates a lack of understanding and an inability to apply concepts. A 1 indicates minimal growth and the student requires significant intervention from teachers and parents.

Reading Foundational Skills

<i>Knows and applies grade level phonics</i>	Students will continue to learn about letter sounds and the various combinations that create sounds in both one and two-syllable words. Students are expected to use this learning to read decodable words (words that can be sounded out using phonics rules) in grade-level texts.	T1 - Consonant Digraphs and Clusters, Short Vowels, Long Vowels, Vowel Teams T2 - Vowel teams (long vowel patterns) T3 - R-controlled Vowels, Silent Consonants, Triple Letter Blends, oi/oy
<i>Recognizes and reads high-frequency words by sight</i>	Students are expected to steadily increase the number of words they recognize immediately on sight. Sight words are words that do not follow traditional phonics rules and can not be decoded or sounded out. In addition to recognizing the words in isolation (on a card or list), students are expected to apply their knowledge when reading text.	The expectation varies throughout the year with an end of year goal of approximately 120 new words. Again, students are expected to use their knowledge of high-frequency words to read appropriate grade-level texts.

Reading Level

<i>Reads grade level text with accuracy, fluency, and understanding</i>	As the year progresses, students are expected to independently read and understand increasingly complex texts. Multiple measures are used to determine if a child is advancing towards the end of year expectation.	The expectation varies throughout the year with an end of year goal of 2R in IRLA and/or Independent level L for Fountas and Pinnell.
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Reading Comprehension Skills

<i>Recounts important information from the text and identifies central message or main topic</i>	At the beginning of the year, students are expected to ask and answer questions about text. Mid-year, this skill grows into recounting the important details from a text and identifying the central message, moral or lesson. By Trimester 3, students are more focused on non-fiction and use their skills to recount the important information from the text and identify the main topic of the passage.	T1 - Literature Texts T2 - Literature Texts T3 - Informational Texts
<i>Describes thoughts and actions of characters</i>	Second graders focus more attention on the thoughts and actions of the characters. This work is a small step towards analyzing theme in grade 4.	T1 - Describe characters; Identify major events or challenges involving character T2 - Describe how characters react to challenges T3 - Identify the thoughts and feeling of other characters (Point of View).
<i>Uses information in the text features to learn more about the text</i>	As text becomes more complex, the number of words increases while the number of pictures decreases. While there may be fewer pictures in the text, that does not mean they become less important. Second grade students are expected to pay close attention to the all of the features an	T1 - Literature (pictures and illustrations) T2 - Informational (headings, captions, labels, bold print, index, diagrams, etc.) T3 - Informational (Identify key facts in text

	author includes in the text and use them to better understand the text.	features)
Reading Comprehension Skills (Continued)		
<i>Identifies main purpose of text and describes how reasons support the author's main point</i>	In second grade, students begin to pay more attention to the actions of the author. When reading nonfiction text, students consider why the author has written the information; to answer a question, to explain an idea, or to describe something. Next, students look carefully at the main point the author is making and find the reasons supporting the point.	T1 - Not Assessed T2 - Identify author's purpose T3 - Identify main point and supporting reasons
<i>Compares and contrasts two similar texts</i>	Students in second grade are practicing their reading skills by reading as many books as they can. While they are reading, students should begin to notice the similarities and differences between texts. Students can use what they know about the structure of texts and the important elements of text to notice how stories or articles are the same or different.	T1 - Not Assessed T2 - Compare two similar fiction texts T3 - Compare two similar nonfiction texts

Writing		
<i>Writes pieces appropriate to grade level standards</i>	At the beginning of grade 2, students strengthen their understanding of writing in complete sentences. As the year progresses, students will be asked to give more details or facts in their writing and develop strong paragraphs centered around one main point.	T1 - Narrative Writing T2 - Opinion Writing T3 - Informative/Explanatory Writing
<i>Uses appropriate capitalization and punctuation when writing</i>	As students become more proficient writers, they are expected to continue using traditional writing conventions including capitalizing proper nouns as well as using commas and apostrophes.	Assessed all three trimesters based on the amount of support needed to apply expected skills.
<i>Uses appropriate grammar when writing</i>	Grade 2 students continue to create correct simple sentences. They also begin using the correct past tense of verbs and are introduced to adverbs. They also use and understand collective nouns as well as irregular plural nouns and reflexive pronouns.	Assessed all three trimesters based on the amount of support needed to apply expected skills.
<i>Uses appropriate spelling when writing</i>	In grade 2, students are expected to apply the spelling patterns they have learned when writing.	Assessed all three trimesters based on the amount of support needed to apply expected skills.

Math

Understands place value to 1,000	Students build an understanding of three-digit numbers by demonstrating how the three digits represent hundreds, tens, and ones. Second graders spend time breaking apart numbers into expanded form based on their knowledge of place value. Students also skip count by 5s, 10s, and 100s and compare three-digit numbers.	T1 - Not Assessed T2 - Assessed T3 - Not Assessed
<i>Solves addition and subtraction problems</i>	At the beginning of the year, students will accurately and efficiently perform computations with two-digit numbers using their understanding of place values. This does not require students to use a traditional algorithm. Later in the year, students progress to applying their knowledge of operations to solve mathematical situations presented in a word problem using a variety of strategies to find a solution.	T1 - Addition and subtraction within 100 T2 - Addition and subtraction within 1,000 T3 - Addition and subtraction within 1,000
<i>Adds and subtracts fluently within 20</i>	Students demonstrate the ability to solve basic + and - facts accurately and fluently. Fluency is a mixture of just knowing some answers, knowing some answers from patterns (+0 pattern), and knowing some answers from the use of strategies. By the end of grade 2, students are working towards knowing most single-digit sums from memory as a result of the growing understanding of patterns and reasoning with numbers.	T1 - 2 Patterns: +/- /Difference of 0; +/- /Difference of 1 T2 - 3 Patterns: +/- /Difference of 2; Combinations of 10 and Near 10; +/- Doubles T3 - 3 Patterns: +/- Near Doubles; +/- with 10 and 9; Leftover Facts
<i>Measures and estimates lengths in standard units</i>	Students begin using rulers and practice measuring the length of an object twice using two different units (e.g. inch and paper clips). Students examine the results and reason about the measurement tools and their impact on the measurements. Students also estimate lengths and find the difference between the lengths of objects.	T1 - Measures and compares lengths using cm cubes or ruler T2 - Not Assessed T3 - Measures and compares lengths using inch ruler
<i>Tells time to five minutes</i>	Students use both an analog and digital clock to tell time to the nearest five minutes and understand the difference between a.m. and p.m.	T1 & T2 - Not Assessed T3 - Assessed
<i>Counts mixed money up to \$1.00</i>	Students expand their understanding of coins and their values this year by counting mixed groups of money.	T1 & T2 - Not Assessed T3 - Assessed
<i>Represents and interprets data</i>	Students develop the understanding that data can be organized in different ways and each type of graph is most appropriate for certain kinds of data. They learn to create pictographs and bar graphs so it is easier to compare data. Students also learn the basics of line plots.	T1 & T2 - Not Assessed T3 - Assessed

Math (Continued)

<i>Identifies, draws and explains the attributes of shapes.</i>	Students continue to work with shapes and learn more about their characteristics such as the number of sides, the number of corners, etc. Students are expected to draw a shape based on its attributes. New shapes such as pentagon and hexagon are introduced.	T1 & T2 - Not Assessed T3 - Assessed
<i>Partitions shapes into halves, thirds, and fourths.</i>	Students learn to identify equal parts of the same whole. Students then begin to see that the same whole can be divided in different ways but still show the same number of equal parts.	T1 & T2 - Not Assessed T3 - Assessed