

The Washington Elementary School District has implemented a standards-based report card in order to create a more consistent communication tool and give all students and parents a clear vision of what is required to succeed in school. This report card also gives parents information on exactly how well their child is learning State and District adopted curricula.

This brochure details specific criteria and expectations for attainment of standards as well as the learner qualities which affect student achievement. It is intended to assist you as you reflect on your child's report card, as well as facilitate discussions about student progress with your child's teacher.

The Grade Scale

Each of the indicators on your child's report card reflects a level of performance.

- "4" means that the student **meets** grade-level standards **for the end-of-year**
- "3" means that the student is **on target** with standards-based expectations **for the quarter**
- "2" means that the student **needs improvement** on standards-based expectations
- "1" means that the student **does not meet** standards-based expectations

Blank boxes on the report card indicate standards that have not been assessed during that grading period.

Understanding Your Child's Standards-Based Report Card

~Second Grade~



2016-2017

...every child; every day; every opportunity!

Governing Board: Aaron Jahneke, President • Clorinda Graziano, Vice President
Bill Adams, Member • Larry Herrera, Member • Tee Lambert, Member

Dr. Paul Stanton, Superintendent

Reading



By the end of Second Grade the student should be able to:

- Apply grade-level phonics and word analysis in decoding words
- Decode words with prefixes and suffixes
- Recognize and read irregularly spelled words
- Read on-level text with accuracy and fluency to support comprehension
- Ask and answer questions about key ideas and details in a text
- Retell stories, fables and folktales and determine the central message, lesson or moral
- Identify the main topic of a multi-paragraph text
- Demonstrate understanding of the different points of view of characters
- Identify the main purpose of a text
- Locate information and key facts in a text by using text features
- Compare and contrast two or more versions of the same story by different authors or from different cultures
- Compare and contrast the most important points presented by two texts on the same topic

English Language Arts

By the end of Second Grade the student should be able to:



Writing

- Write multiple sentences legibly and in an order that supports the main idea or story
- Use the writing process to share and publish writing
- Write an opinion, giving reasons, using linking words and a concluding statement
- Write a narrative which includes sequence of events, details and a sense of closure
- Write informative/explanatory text that includes a topic, facts and a concluding statement

Language

- Demonstrate the use of
Capitalization,
Usage (grammar),
Punctuation and
Spelling
when writing (CUPS)



Speaking and Listening

- Participate in collaborative conversations about topics and texts
- Tell a story or experience with facts and details, speaking in complete sentences

Math



By the end of Second Grade the student should be able to:

- Represent and solve addition and subtraction word problems within 100
- Fluently add and subtract within 20, using mental strategies
- Determine whether a numeral or a set is even or odd
- Use repeated addition and objects arranged in arrays to gain a foundation for multiplication
- Apply an understanding of hundreds, tens and ones to compare three-digit numbers, using the correct symbols
- Count within 1000 by 5s, 10s and 100s; Read and write numbers to 1000
- Use place value and properties of operations to add and subtract
- Measure, estimate, and compare length in standard units
- Use addition and subtraction within 100 to solve word problems about length
- Tell and write A.M. and P.M. time to the nearest five minutes, using analog and digital clocks
- Solve word problems involving money
- Collect, organize, represent and interpret data
- Recognize, identify and draw shapes
- Partition circles and rectangles into equal shares and describe the equal shares (e.g., one-half, one-third)

Science



By the end of Second Grade the student should be able to:

- Participate in the scientific inquiry process
- Classify objects and materials by properties
- Investigate and discuss forces and magnetism
- Describe and compare life cycles of various living things
- Identify planets in the solar system and

Social Studies



By the end of Second Grade the student should be able to:

- Identify and describe people and events in American and World History
- Identify and describe citizenship, branches of government, leaders, national symbols and holidays
- Construct and interpret maps
- Identify and describe basic economic principles

Art



By the end of Second Grade the student should be able to:

- Create artworks demonstrating the concepts of color, line, shape and/or pattern
- Demonstrate understanding of how art relates to history, literature and culture
- Evaluate artwork by identifying the use of color, line, shape and pattern
- Actively participate, follow directions, work well with others and take responsibility for individual choices

Music



By the end of Second Grade the student should be able to:

- Create and perform music: singing/playing instruments and reading/composing music
- Evaluate music aurally/visually to identify rhythmic/melodic patterns, instruments, timbre, tempo, pitch and dynamics
- Relate music to the arts, other disciplines, history and cultures
- Actively participate, follows directions, work well with others and take responsibility for individual choices

Physical Education



By the end of Second Grade the student should be able to:

- Demonstrate a variety of motor skills, movement patterns and concepts
- Demonstrate and discuss basic fitness, health and nutrition
- Actively participate, follows directions, work well with others and take responsibility for individual choices

Characteristics of a Successful Learner



- Follows classroom and school rules.
- Accepts responsibility for actions
- Respects the right of others
- Follows directions to complete tasks and assignments
- Works cooperatively with others
- Works independently
- Listens attentively

Move On When Reading



WESD is committed to the success of our young children, especially in the area of literacy. Throughout this school year, you will receive information about your child's reading progress. Your child's teacher will provide you with detailed information as to how well your child is reading, the instruction your child is receiving, and how you can help at home.

There is a connection between your child's progress in early literacy and Arizona's Move On When Reading law, Arizona Revised Statute, §15-701. This law requires that a third grade student not be promoted if the student does not meet the criteria established on the statewide assessment, now known as AzMERIT. There are specific exemptions, to include students served through an individualized education plan (IEP) or a student who is an English language learner and has received less than two years of English instruction.

Your child's growth in reading is assessed multiple times a year from kindergarten through third grade. Reviewing your child's work, progress reports and report cards, as well as attending parent-teacher conferences, your school's parent nights, and most of all, reading daily at home with your child, all contribute to successful literacy development.