



2nd Grade Report Card

Student: _____

School Year: _____

Teacher: _____

School: _____

READING FOUNDATIONAL	Q1	Q2	Q3	Q4
Phonics and Word Recognition ELAGSE2RF3	3 2 1 Know and apply grade-level phonics and word analysis skills in decoding words.	3 2 1 Know and apply grade-level phonics and word analysis skills in decoding words.	3 2 1 Know and apply grade-level phonics and word analysis skills in decoding words.	3 2 1 Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency ELAGSE2RF4	3 2 1 Read with sufficient accuracy and fluency to support comprehension.	3 2 1 Read with sufficient accuracy and fluency to support comprehension.	3 2 1 Read with sufficient accuracy and fluency to support comprehension.	3 2 1 Read with sufficient accuracy and fluency to support comprehension.
LITERARY COMPREHENSION	Q1	Q2	Q3	Q4
Key Ideas and Details ELAGSE2RL3	3 2 1 Describe how characters in a story respond to major events and challenges.	3 2 1 Describe how characters in a story respond to major events and challenges.	3 2 1 Describe how characters in a story respond to major events and challenges.	3 2 1 Describe how characters in a story respond to major events and challenges.
Craft and Structure ELAGSE2RL6	3 2 1 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	3 2 1 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	3 2 1 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	3 2 1 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas ELAGSE2RL9	3 2 1 Compare and contrast two or more versions of the same story by different authors or from different cultures.	3 2 1 Compare and contrast two or more versions of the same story by different authors or from different cultures.	3 2 1 Compare and contrast two or more versions of the same story by different authors or from different cultures.	3 2 1 Compare and contrast two or more versions of the same story by different authors or from different cultures.
INFORMATIONAL COMPREHENSION	Q1	Q2	Q3	Q4
Key Ideas and Details ELAGSE2RI3	3 2 1 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3 2 1 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3 2 1 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3 2 1 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure ELAGSE2RI6	3 2 1 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	3 2 1 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	3 2 1 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	3 2 1 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas ELAGSE2RI9	3 2 1 Compare and contrast the most important points presented by two texts on the same topic.	3 2 1 Compare and contrast the most important points presented by two texts on the same topic.	3 2 1 Compare and contrast the most important points presented by two texts on the same topic.	3 2 1 Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Reading Proficiency Status	Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level
WRITING	Q1	Q2	Q3	Q4
Text Types and Purposes ELAGSE2W1 ELAGSE2W2 ELAGSE2W3	3 2 1 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	3 2 1 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	3 2 1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinions and reasons, and provide a concluding statement or section.	3 2 1 Demonstrate proficiency of Q1-Q3
LANGUAGE	Q1	Q2	Q3	Q4
Conventions of Standard English ELAGSE2L1	3 2 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3 2 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3 2 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3 2 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English ELAGSE2L2	3 2 1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3 2 1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3 2 1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3 2 1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language ELAGSE2L3	3 2 1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3 2 1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3 2 1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3 2 1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	3 2 1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	3 2 1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	3 2 1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	3 2 1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
Vocabulary Acquisition and Use ELAGSE2L4	3 2 1 Demonstrate understanding of word relationships and nuances in word meanings.	3 2 1 Demonstrate understanding of word relationships and nuances in word meanings.	3 2 1 Demonstrate understanding of word relationships and nuances in word meanings.	3 2 1 Demonstrate understanding of word relationships and nuances in word meanings.
Vocabulary Acquisition and Use ELAGSE2L5	3 2 1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	3 2 1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	3 2 1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	3 2 1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Vocabulary Acquisition and Use ELAGSE2L6	3 2 1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	3 2 1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	3 2 1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	3 2 1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
SPEAKING & LISTENING	Q1	Q2	Q3	Q4
Comprehension and Collaboration ELAGSE2SL1	3 2 1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	3 2 1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	3 2 1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	3 2 1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
Comprehension and Collaboration ELAGSE2SL3	3 2 1 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	3 2 1 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	3 2 1 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	3 2 1 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas ELAGSE2SL6	3 2 1 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3 2 1 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3 2 1 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3 2 1 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
MATH	Q1	Q2	Q3	Q4
Understand Place Value 2.NR.1	3 2 1	3 2 1 Explains a three-digit number represents amounts of hundreds, tens, and ones in a variety of ways.	3 2 1 Compare and order whole numbers to 1000 using >, =, and < symbols.	3 2 1 Represent, read, write, and compare numerical values to 1000 using place value understanding.
Addition and Subtraction Fluency within 20 2.NR.2.1	3 2 1 Fluently add and subtract within 20 using mental strategies with accuracy and automaticity.	3 2 1 Fluently add and subtract within 20 using mental strategies with accuracy and automaticity.	3 2 1 Fluently add and subtract within 20 using mental strategies with accuracy and automaticity.	3 2 1 Fluently add and subtract within 20 using mental strategies with accuracy and automaticity.
Addition and Subtraction within 1,000 2.NR.2	3 2 1	3 2 1 Fluently add and subtract within 100 using methods and strategies.	3 2 1 Find 10 more, 10 less and 100 more, 100 less in a three-digit number.	3 2 1 Solve Real-Life Problems involving addition and subtraction within 1000.
Foundations for Multiplication 2.NR.3	3 2 1	3 2 1	3 2 1	3 2 1 Work with equal groups to solve real-life mathematical problems.
Reasoning with Patterns 2.PAR.4	3 2 1 Identify, describe, and create numerical patterns involving addition and subtraction within 100.	3 2 1 Identify, describe, and create a numerical pattern using addition and subtraction within 1000.	3 2 1 Create growing and shrinking patterns involving addition and subtraction up to 20.	3 2 1 Extend and create growing, shrinking, and repeating patterns.
Solve Real-Life Problems with Data and Measurement 2.MDR.5	3 2 1 Asks and answers questions based on appropriate graphical displays.	3 2 1 Estimate and measure the lengths of objects and distance using inches, feet, and yards.	3 2 1 Represents addition and subtraction on a number line.	3 2 1 Solve real-life problems involving measurement.

Solve Real-Life Problems with Time and Money 2.MDR.6	3 2 1	3 2 1	3 2 1	3 2 1 Solve real-life problems involving elapsed time.
	3 2 1	3 2 1	3 2 1	3 2 1 Identify and describe equal-sized parts of the whole using fractional names.
Draw and Partition Shapes 2.GSR.7	3 2 1	3 2 1	3 2 1	3 2 1 Draw and partition equal-sized parts of the whole using fractional names.
SCIENCE	Q1	Q2	Q3	Q4
Obtain, Evaluate and Communicate Scientific Information I	3 2 1 Physical Science: Describes and classifies different objects according to their physical properties. (S2P1)	3 2 1 Physical Science: Investigates how pushes and pulls affect an object's motion and speed. (S2P2)	3 2 1 Earth Science: Investigates how shadows, moon phases, and length of day change over various time periods. (S2E2)	3 2 1 Life Science: Investigates and models the life cycle of different plants and animals. (S2L1)
Obtain, Evaluate and Communicate Scientific Information II	3 2 1 Physical Science: Observes and constructs an explanation that some changes in matter caused by heating and cooling can be reversible and some changes are irreversible. (S2P1)	3 2 1 Physical Science: Designs a device to change the speed or direction of an object. (S2P2)	3 2 1 Earth Science: Designs/builds a structure to demonstrate how shadows change throughout the day. (S2E2)	3 2 1 Life Science: Constructs an explanation of an animal's role in dispersing seeds and in the pollination of plants. (S2L1)
Obtain, Evaluate and Communicate Scientific Information III	3 2 1 Physical Science: Explains how structures made from small pieces can be disassembled then rearranged to make new and different structures. (S2P1)	3 2 1 Earth Science: Argues how stars come in different sizes, brightness, and how they relate to our Sun. (S2E1)	3 2 1 Earth Science: Explains the causes and effects of environmental changes in the local community. (S2E3)	
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Social Studies I	3 2 1 Locate and compare the geographic regions of Georgia. (SS2G1a)	3 2 1 Describe the lives and contributions of J. Oglethorpe, Tomochichi, and M. Musgrove. (SS2H1a)	3 2 1 Describe the lives and contributions of J. Robinson and M. Luther King Jr. (SS2H1cd)	3 2 1 Describe the lives and contributions of J. Gordon Low, and J. Carter. (SS2H1ef)
	3 2 1 Locate on a physical map the major rivers of Georgia. (SS2G1b)	3 2 1 Describe the lives and contributions of Sequoyah. (SS2H1b)	3 2 1 Describe how J. Robinson and M. Luther King Jr. adapted to and were influenced by their environments. (SS2G2b)	3 2 1 Describe how J. Gordon Low, and J. Carter adapted to and were influenced by their environments. (SS2G2b)
Social Studies III	3 2 1	3 2 1	3 2 1	3 2 1
	3 2 1 Define the concept of government and the need for rules and laws. (SS2CG1)	3 2 1 Compare and contrast the Muscogee (Creek) and Cherokee cultures of the past to Georgians today. (SS2H2)	3 2 1 Give examples of how J. Robinson and M. Luther King Jr. demonstrated positive citizenship traits. (SS2CG3)	3 2 1 Give examples of how J. Gordon Low, and J. Carter demonstrated positive citizenship traits. (SS2CG3)
Social Studies IV	3 2 1 Identify the elected officials of the executive branch and where they work. (SS2CG2abc)	3 2 1 Describe how J. Oglethorpe, Tomochichi, M. Musgrove, Sequoyah, and the Muscogee (Creek) and Cherokee adapted to and were influenced by their environments. (SS2G2b)		3 2 1 Explain how people use money to obtain goods and services and how money makes trade easier than barter. (SS2E3)
	3 2 1	3 2 1 Give examples of how J. Oglethorpe, Tomochichi, M. Musgrove and Sequoyah demonstrated positive citizenship traits. (SS2CG3)		3 2 1 Describe costs and benefits of personal savings and spending choices. (SS2E4)
HEALTH	Q1	Q2	Q3	Q4
Concepts of Health Promotion and Disease Prevention.	3 2 1 Demonstrates healthy ways to express needs, wants and feelings.	3 2 1 Implements actions to achieve a short-term personal health goal.	3 2 1 Discusses and applies personal health behaviors to achieve goals.	3 2 1 Describes why avoiding potentially harmful substances is a healthy practice.
Learning Skills & Behaviors	S P N N/A	S P N N/A	S P N N/A	S P N N/A



PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Competency in a Variety of Motor Skills and Movement Patterns.	3 2 1 Demonstrates locomotor, non-locomotor and manipulative skills.	3 2 1 Demonstrates locomotor, non-locomotor and manipulative skills.	3 2 1 Demonstrates locomotor, non-locomotor and manipulative skills.	3 2 1 Demonstrates locomotor, non-locomotor and manipulative skills.
Personal and Social Behavior/Rules & Safety	3 2 1 Respects personal and group space.	3 2 1 Respects personal and group space.	3 2 1 Respects personal and group space.	3 2 1 Respects personal and group space.
ART	Q1	Q2	Q3	Q4
Creates Art to Express Individual Ideas, Thoughts, & Feelings Using Elements of Art & Principles of Design	3 2 1 Recognizes art elements and principles.	3 2 1 Investigates art elements and principles.	3 2 1 Uses and explains art elements and principles in artworks.	3 2 1 Emphasizes specific art elements and principles in artworks.
Uses Art Terminology to Communicate Thoughts & Feelings about Artworks	3 2 1 Recognizes how art vocabulary communicates thoughts and feelings about artworks.	3 2 1 Investigates how art vocabulary communicates thoughts and feelings about artworks.	3 2 1 Uses art vocabulary to communicate thoughts and feelings about artworks.	3 2 1 Uses and explains how art vocabulary communicates thoughts and feelings about artworks.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
MUSIC	Q1	Q2	Q3	Q4
Demonstrates through Performance an Awareness of Pitch	3 2 1 Demonstrates melodic patterns.	3 2 1 Sings melodies in appropriate singing voice.	3 2 1 Reads melodic patterns.	3 2 1 Demonstrates pitch concepts.
Demonstrates through Performance an Awareness of Rhythm	3 2 1 Demonstrates repeated patterns.	3 2 1 Reads and notates rhythms.	3 2 1 Improvises rhythm patterns.	3 2 1 Demonstrates rhythm concepts.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Organizes self and materials	S P N	S P N	S P N	S P N
Works independently	S P N	S P N	S P N	S P N
Asks questions/Seeks help when needed	S P N	S P N	S P N	S P N
Completes tasks in a timely manner	S P N	S P N	S P N	S P N
Uses self control	S P N	S P N	S P N	S P N
Exhibits good listening skills	S P N	S P N	S P N	S P N
Accepts responsibility for behavior	S P N	S P N	S P N	S P N
Works cooperatively with others	S P N	S P N	S P N	S P N
Controls talking	S P N	S P N	S P N	S P N
Follows directions	S P N	S P N	S P N	S P N
Shows respect for peers	S P N	S P N	S P N	S P N
Shows respect for authority	S P N	S P N	S P N	S P N
Shows respect for property	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

- 3+** = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations
- 3** = Meets Standards - Consistently and independently
- 2** = Progressing toward meeting standards
- 1** = Limited progress or does not meet standards

= Not assessed at this time

LEARNING SKILLS & BEHAVIORS

- S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors
- P** = **PROGRESSING** - Student is progressing; displays appropriate learning skills and behaviors most of the time
- N** = **NEEDS IMPROVEMENT** - Student does not display learning skills and behaviors that lead to success
- N/A** = **NOT ASSESSED** - Meaning teacher was unable to assess student. See comment in "Specials/ General Comment" section.

ELA/Reading

Math

Science

Social Studies

Specials\General Comments

PLACEMENT INFORMATION

- Promoted to 3rd grade
 Placed in 3rd grade
 Additional Year in 2nd Grade