

2nd Grade Report Card

Student: _____

School Year: _____

Teacher: _____

School: _____

FOUNDATIONS (F)	Q1	Q2	Q3	Q4
Phonics (P)				
K-2.F.P1 Phoneme-Grapheme Correspondences	321	321	321	321
	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels. (a, b)
K-2.F.P2 Decoding with Phonics	321	321	321	321
	Decode regularly spelled two syllable words with a variety of spelling patterns including high frequency and nonsense words. (a,c)	Decode regularly spelled two syllable words with a variety of spelling patterns including high frequency and nonsense words. (a,c)	Decode regularly spelled two syllable words with a variety of spelling patterns including high frequency and nonsense words. (a,c)	Decode regularly spelled two syllable words with a variety of spelling patterns including high frequency and nonsense words. (a,c)
K-2.F.P3 Encoding with Phonics	321	321	321	321
	Encode regularly spelled two syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a,c)	Encode regularly spelled two syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a,c)	Encode regularly spelled two syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a,c)	Encode regularly spelled two syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a,c)
Fluency (F)				
K-2.F.F.1 Oral & Silent Reading Fluency	321	321	321	321
	Read grade appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)
K-2.F.F.1 Oral & Silent Reading Fluency	321	321	321	321
	Read a wide range of grade level texts with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade level texts with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade level texts with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade level texts with appropriate prosody to demonstrate understanding. (c)
Handwriting (H)				
K-2.F.H.1 Motor skills and Letter/ Word Formation	321	321	321	321
		Form all letters and words with accuracy, consistency and efficiency. Use appropriate spacing throughout the body of a text. (a, c)	Form all letters and words with accuracy, consistency and efficiency. Use appropriate spacing throughout the body of a text. (a, c)	Form all letters and words with accuracy, consistency and efficiency. Use appropriate spacing throughout the body of a text. (a, c)
LANGUAGE	Q1	Q2	Q3	Q4
Grammar and Conventions (GC)				
K-2.L.GC.1: Grammar, Usage, & Mechanics	321	321	321	321
	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.
K-2.L.GC.2 Syntax	321	321	321	321
		Use a variety of simple sentence types to develop clarity and coherence in written texts. (b)		Use a variety of simple sentence types to develop clarity and coherence in written texts. (b)
Vocabulary (V)				
K-2.L.V.1 General, Academic, and Specialized Vocabulary	321	321	321	321
			Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings (a, b)	Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings (a, b)
K-2.L.V.2 Word Analysis	321	321	321	321
		Identify and construct frequently occurring root words and affixes to deconstruct words to determine or clarify meaning. (a, c)		Identify and construct frequently occurring root words and affixes to deconstruct words to determine or clarify meaning. (a, c)
K-2.L.V.3 Meaning & Purpose	321	321	321	321
	Distinguish shades of meaning among verbs that differ in manner and adjectives that differ in intensity. (c)			Distinguish shades of meaning among verbs that differ in manner and adjectives that differ in intensity. (c)

TEXTS (T): INTERPRETING	Q1	Q2	Q3	Q4
Context (C)				
K-2.T.C.1 Purpose & Audience	321	321	321	321
	Determine the general purpose and target audience in a variety of texts. (a)		Determine the general purpose and target audience in a variety of texts. (a)	Determine the general purpose and target audience in a variety of texts. (a)
K-2.T.C.2 Authors & Speakers	321	321	321	321
		Use examples of language from the text to identify various points of view. (a)		Use examples of language from the text to identify various points of view. (a)
Structures & Styles (SS)				
K-2.T.SS.1 Organization	321	321	321	321
		Explain how various text features contribute to the meaning and organization of texts. (a)		Explain how various text features contribute to the meaning and organization of texts. (a)
K-2.T.SS.2 Craft	321	321	321	321
			Identify the difference between literal and nonliteral or figurative language in texts. (a)	Identify the difference between literal and nonliteral or figurative language in texts. (a)
Techniques (T)				
K-2.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques	321	321	321	321
	Identify and describe techniques within a given text. (1a, 2a, 3a, 4a)	Identify and describe techniques within a given text. (1a, 2a, 3a, 4a)	Identify and describe techniques within a given text. (1a, 2a, 3a, 4a)	Identify and describe techniques within a given text. (1a, 2a, 3a, 4a)
Research and Analysis (RA)				
K-2.T.RA.1 Research & Inquiry	321	321	321	321
		Conduct research to answer questions on a shared or personal topic of interest. (b)		Conduct research to answer questions on a shared or personal topic of interest. (b)
K-2.T.RA.2 Curating Sources & Evidence	321	321	321	321
	Refer to specific parts of texts when supporting an idea, answer, or opinion. (a)		Refer to specific parts of texts when supporting an idea, answer, or opinion. (a)	Refer to specific parts of texts when supporting an idea, answer, or opinion. (a)
TEXTS: (T) CONSTRUCTING	Q1	Q2	Q3	Q4
Context (C)				
K-2.T.C.1 Purpose & Audience	321	321	321	321
		Create a multimodal text on a self-selected topic. (c)		Create a multimodal text on a self-selected topic. (c)
Structure and Style (SS)				
K-2.T.SS.1 Organization	321	321	321	321
		Use text features to add clarity and meaning to texts. (b)		Use text features to add clarity and meaning to texts. (b)
K-2.T.SS.1 Craft	321	321	321	321
	Use descriptive words to craft engaging texts. (b)		Use descriptive words to craft engaging texts. (b)	Use descriptive words to craft engaging texts. (b)
Techniques (T)				
K-2.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques	321	321	321	321
	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)
Research and Analysis (RA)				
K-2.T.RA.1 Research & Inquiry	321	321	321	321
		Organize and share related, relevant, and accurate information through a variety of different modes. (c)		Organize and share related, relevant, and accurate information through a variety of different modes. (c)
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

MATH	Q1	Q2	Q3	Q4
Understand Place Value 2.NR.1	321	321	321	321
		Explain a three-digit number represents amounts of hundreds, tens, and ones in a variety of ways.	Compare and order whole numbers to 1000 using >, =, and < symbols.	Represent, read, write, and compare numerical values to 1000 using place value understanding.
Addition and Subtraction Fluency within 20 2.NR.2.1	321	321	321	321
	Fluently add and subtract within 20 using a variety of strategies.	Fluently add and subtract within 20 using a variety of strategies.	Fluently add and subtract within 20 using a variety of strategies.	Fluently add and subtract within 20 using a variety of strategies.
Addition and Subtraction within 1,000 2.NR.2	321	321	321	321
		Fluently add and subtract within 100 using methods and strategies.	Find 10 more, 10 less and 100 more, 100 less in a three-digit number.	Solve real-life problems involving addition and subtraction within 1000.
Foundations for Multiplication 2.NR.3	321	321	321	321
				Work with equal groups to solve real-life problems.
Reasoning with Patterns 2.PAR.4	321	321	321	321
	Identify, describe, and create numerical patterns involving addition and subtraction within 100.	Identify, describe, and create a numerical pattern using addition and subtraction within 1000.	Create growing and shrinking patterns involving addition and subtraction up to 20.	Extend and create growing, shrinking, and repeating patterns.
Solve Real-Life Problems with Data and Measurement 2.MDR.5	321	321	321	321
	Ask and answers questions based on appropriate graphical displays.	Estimate and measure the lengths of objects and distance using inches, feet, and yards.	Represent addition and subtraction on a number line.	Solve real-life problems involving measurement.
Solve Real-Life Problems with Time and Money 2.MDR.6	321	321	321	321
				Solve real-life problems involving elapsed time.
Draw and Partition Shapes 2.GSR.7	321	321	321	321
			Identify and describe equal-sized parts of the whole using fractional names.	Draw and partition equal-sized parts of the whole using fractional names.
SCIENCE	Q1	Q2	Q3	Q4
Obtain, Evaluate, and Communicate Scientific Information I	321	321	321	321
	Physical Science: Describes and classifies different objects according to their physical properties. (S2P1)	Physical Science: Investigates how pushes and pulls affect an object's motion and speed. (S2P2)	Earth Science: Investigates how shadows, moon phases, and length of day change over various time periods. (S2E2)	Life Science: Investigates and models the life cycle of different plants and animals. (S2L1)
Obtain, Evaluate, and Communicate Scientific Information II	321	321	321	321
	Physical Science: Observes and constructs an explanation that some changes in matter caused by heating and cooling can be reversed and some changes are irreversible. (S2P1)	Physical Science: Designs a device to change the speed or direction of an object. (S2P2)	Earth Science: Constructs/builds a structure to demonstrate how shadows change throughout the day. (S2E2)	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	321	321	321	321
	Physical Science: Explains how structures made from small pieces can be disassembled then rearranged to make new and different structures.(S2P1)	Earth Science: Argues how stars come in different sizes, brightness, and how they relate to our Sun. (S2E1)	Earth Science: Explains the causes and effects of environmental changes in the local community. (S2E3)	
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Social Studies I	321	321	321	321
	Locate and compare the geographic regions of Georgia. (SS2G1a)	Describe the lives and contributions of J. Oglethorpe, Tomochichi, and M. Musgrove. (SS2H1a)	Describe the lives and contributions of J. Robinson and M. Luther King Jr. (SS2H1cd)	Describe the lives and contributions of J. Gordon Low, and J. Carter. (SS2H1ef)
Social Studies II	321	321	321	321
	Locate on a physical map the major rivers of Georgia. (SS2G1b)	Describe the lives and contributions of Sequoyah. (SS2H1b)	Describe how J. Robinson and M. Luther King Jr. adapted to and were influenced by their environments. (SS2G2b)	Describe how J. Gordon Low, and J. Carter adapted to and were influenced by their environments. (SS2G2b)

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Social Studies III	321	321	321	321
	Define the concept of government and the need for rules and laws. (SS2CG1)	Compare and contrast the Muscogee (Creek) and Cherokee cultures of the past to Georgians today. (SS2H2)	Give examples of how J. Robinson and M. Luther King Jr. demonstrated positive citizenship traits. (SS2CG3)	Give examples of how J. Gordon Low, and J. Carter demonstrated positive citizenship traits. (SS2CG3)
Social Studies IV	321	321	321	321
	Identify the elected officials of the executive branch and where they work. (SS2CG2abc)	Describe how J. Oglethorpe, Tomochichi, M. Musgrove, Sequoyah, and the Muscogee (Creek) and Cherokee adapted to and were influenced by their environments. (SS2G2b)		Explain how people use money to obtain goods and services and how money makes trade easier than barter. (SS2E3)
Social Studies V	321	321	321	321
		Give examples of how J. Oglethorpe, Tomochichi, M. Musgrove and Sequoyah demonstrated positive citizenship traits. (SS2CG3)		Describe costs and benefits of personal savings and spending choices. (SS2E4)
HEALTH	Q1	Q2	Q3	Q4
Concepts of Health Promotion and Disease Prevention.	321	321	321	321
	Demonstrates healthy ways to express needs, wants, and feelings.	Implements actions to achieve a short-term personal health goal.	Discusses and applies personal health behaviors to achieve goals.	Describes why avoiding potentially harmful substances is a healthy practice.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Competency in a Variety of Motor Skills and Movement Patterns.	321	321	321	321
	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.
Personal and Social Behavior/Rules & Safety	321	321	321	321
	Respects personal and group space.	Respects personal and group space.	Respects personal and group space.	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	321	321	321	321
	Recognizes art elements and principles.	Investigates art elements and principles.	Uses and explains art elements and principles in artworks.	Emphasizes specific art elements and principles in artworks.
Uses Art Terminology to Communicate Thoughts & Feelings about Artworks	321	321	321	321
	Recognizes how art vocabulary communicates thoughts and feelings about artworks.	Investigates how art vocabulary communicates thoughts and feelings about artworks.	Uses art vocabulary to communicate thoughts and feelings about artworks.	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
Creating and Performing Music	321	321	321	321
	Sings music.	Performs music on instruments.	Reads, notates, and identifies music.	Improvises, composes, and/or arranges music.
Responding and Connecting to Music	321	321	321	321
	Distinguishes between repeating and contrasting music.	Performs movements to music.	Demonstrates the connection between music and other content areas.	Evaluates and refines music and music performances with appropriate etiquette.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Personal Responsibility and Behavior				
Accepts responsibility for behavior	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

Expresses feelings appropriately	S P N	S P N	S P N	S P N
Work Habits and Independence				
Stays on task	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
Uses materials appropriately	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
Social Skills and Collaboration				
Works cooperatively with peers	S P N	S P N	S P N	S P N
Claims fair share of attention	S P N	S P N	S P N	S P N
Respect and Authority				
Shows respect for authority	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
Follows directions	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

PLACEMENT INFORMATION

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



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 KEY

- S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors most or all the time.
- P** = **PROGRESSING** - Student displays appropriate learning skills and behaviors some of the time.
- N** = **NEEDS IMPROVEMENT** - Student needs to continue working on identified learning skills and behaviors.

ELA/Reading

Math

Science

Social Studies

Specials

General Comments