



# Wayland Public Schools – Elementary Standards-based Progress Report

Academic Year: 2013-2014

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Grade 2

Attendance/Days	Term 1	Term 2
Present		
Absent		
Tardy		
Dismissed		

## Social Development/Work Habits/Effort Key

<b>C</b>	Consistently
<b>F</b>	Frequently
<b>S</b>	Sometimes
<b>W</b>	With Support

Social Development	T1	T2
Perseveres when faced with challenges		
Uses positive strategies to resolve conflict		
Respects rights and feelings of others		
Accepts responsibility for own actions		
Follows school and classroom rules		
Plays cooperatively with peers		
Demonstrates self-control		

Work Habits	T1	T2
Demonstrates initiative		
Seeks help as needed		
Manages time well		
Works independently and productively		
Transitions in a timely and appropriate manner		
Follows directions, routines and procedures		
Demonstrates organizational skills		
Completes work neatly and carefully		
Works cooperatively with peers		

## Standards-based Progress Report – Overview

### Note to Parents

This Progress Report is standards-based. The standards identified in this report are end-of-the-year, grade-level standards. Students will progress towards achievement of these standards at different rates. A standards-based progress report differs from a traditional report card in that it answers the questions: Is the student on track to meet the end of the year standards? (PI) Has the student achieved the end of year grade-level standards? (MS) The Wayland Public Schools believe that this Progress Report will provide you with a clearer picture of your student's attainment of grade-level standards.

### Teacher Comments - Term 1

### Teacher Comments - Term 2



**Academic Reporting Key**

<b>EP</b>	<b>EXEMPLARY PERFORMANCE</b> The student consistently performs the end of year grade level standard The student is self-motivated and independently grasps, applies, and extends key concepts and skills.
<b>MS</b>	<b>MEETING THE STANDARD</b> The student consistently demonstrates proficiency in meeting the end of year grade level standard.
<b>PI</b>	<b>PROGRESSING INDEPENDENTLY</b> The student grasps and consistently applies key concepts and skills needed to meet the end of year grade level standards The student does this with limited errors and minimal teacher support.
<b>PS</b>	<b>PROGRESSING WITH SUPPORT</b> The student demonstrates understanding of basic concepts and skills needed to attain the end of year grade level standard Performance varies in consistency and with regard to accuracy, quality, and levels of required support.
<b>PB</b>	<b>PROGRESSING BELOW GRADE LEVEL</b> The student does not yet demonstrate an understanding of basic concepts and skills needed to attain the end of year grade level standards Performance may be inconsistent and is characterized by a need for re-teaching, repetition and/or practice .
<b>X</b>	<b>PROGRESS NOT EVALUATED AT THIS TIME</b> Foundational concepts and skills needed to reach the end of year grade level standard have not been assessed in the grade level curriculum at this time.
<b>T2</b>	<b>TERM 2 – The student will be evaluated on this standard during Term 2.</b>

<b>Mathematics Grade 2</b>	<b>T1</b>	<b>T2</b>
<b>Effort</b>		
Participates		
Asks for clarification		
Attends to work		
Perseveres when challenged		
<b>Operations and Algebraic Thinking</b>		
Represents and solves word problems involving addition and subtraction within 100		
Fluently adds and subtracts within 20 using mental strategies		
Works with equal groups of objects to gain foundations for multiplication		
<b>Numbers and Operations in Base Ten</b>		
Understands that the three digits of a three-digit number represent amounts of hundreds, tens and ones		
Reads and writes numbers to 1000 using base-ten numerals, number names and expanded form		
Compares two three-digit numbers based on meanings of the hundreds, tens and ones digits using $>$ , $<$ , and $=$ symbols		
Fluently adds and subtracts within 100	<b>T2</b>	
Adds up to four two-digit numbers	<b>T2</b>	
Adds and subtracts within 1000	<b>T2</b>	
Mentally adds and subtracts 10 or 100 to a given number 100-900		
Explains why addition and subtraction strategies work	<b>T2</b>	
<b>Measurement and Data</b>		
Measures and estimates lengths in standard units	<b>T2</b>	
Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units	<b>T2</b>	
Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2...		
Tells and writes time from analog and digital clocks to the nearest five minutes		
Knows the relationship of time including seconds in a minute, minutes in an hour, hours in a day, days in a week, a month, and a year; and weeks in a month and a year		
Solves word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ symbols appropriately		
Represents and interprets data		
<b>Geometry</b>		
Recognizes and draws shapes having specified attributes		
Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them		
Partitions circles and rectangles into two, three or four equal shares and describes the shares using the words halves, thirds, half of, a third of, etc		



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ELA Grade 2	T1	T2
<b>Effort</b>		
Participates		
Asks for clarification		
Attends to work		
Perseveres when challenged		
<b>Speaking and Listening</b>		
Participates in collaborative conversations about grade level topics and texts in diverse groups		
Asks and answers questions to clarify meaning, gather information and/or deepen understanding of a topic		
<b>Language</b>		
Demonstrates command of the conventions of standard English grammar and usage when speaking		
Uses a variety of strategies for understanding and acquiring new vocabulary		
<b>Reading</b>		
Knows and applies grade level phonics and word analysis skills in decoding words		
Reads with sufficient accuracy and fluency to support comprehension		
Asks and answers questions to demonstrate understanding of key details in a text		
Recounts elements of fiction stories, including story structure, events and how characters develop		
Uses comprehension strategies to deepen understanding of grade level texts		
Identifies main idea and key details in non-fiction text	<b>T2</b>	
Identifies, analyzes, and applies knowledge of elements in non-fiction text	<b>T2</b>	

ELA Grade 2	T1	T2
<b>Writing</b>		
Presents written work that is legible		
Uses proper spelling for grade-level high frequency words		
Uses learned spelling patterns when writing words		
Demonstrates command of the conventions of standard English capitalization, punctuation and grammar in writing		
Writes narratives in which they recount in detail a well-elaborated event or short sequence of events		
Writes opinion pieces in which they introduce the topic they are writing about, states an opinion, supplies reasons that supports the opinion	<b>T2</b>	
Writes informative/explanatory texts in which they introduce a topic, uses facts and definitions to develop points, and provides a concluding statement or section	<b>T2</b>	

Science	T1	T2
Shows Effort		
Displays an understanding of the content taught		
Makes connections and contributes during discussions and activities		

Social Studies	T1	T2
Shows Effort		
Displays an understanding of the content taught		
Makes connections and contributes during discussions and activities		



# Wayland Public Schools – Elementary Standards-based Progress Report

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Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Grade 2

Art Teacher Name: \_\_\_\_\_

Music Teacher Name: \_\_\_\_\_

Wellness Teacher Name: \_\_\_\_\_

D	Developing
P	Progressing
M	Meeting Expectations
EE	Exceeding Expectations
N	Not Assessed at this time

Art	T1	T2
Makes positive contributions to the class		
Displays interest and makes connections with concepts taught		
Demonstrates understanding through art production		
Demonstrates respect for peers/adults/materials		

## Art Teacher Comments - Term 1

## Art Teacher Comments - Term 2

Music	T1	T2
Demonstrates age appropriate vocal skills		
Demonstrates rhythmic accuracy on classroom instruments		
Understands Music Concepts		
Demonstrates respect for peers/adults/materials		

## Music Teacher Comments - Term 1

## Music Teacher Comments - Term 2

Wellness	T1	T2
Displays competence in manipulative and locomotor skills		
Shows the ability to enjoy physical activity		
Participates, asks for clarification, attends to work, and perseveres when challenged		
Displays empathy, cooperation and respect towards self, individuals, and groups		

## Wellness Teacher Comments - Term 1

## Wellness Teacher Comments - Term 2