

Name: \_\_\_\_\_  
 School: \_\_\_\_\_ Year: \_\_\_\_\_  
 Teacher: \_\_\_\_\_



# SAN FRANCISCO UNIFIED SCHOOL DISTRICT

## Second Grade Report Card

California State Standards and Social Development Performance



California English Language Development Test Scores					
Test Date	Listening	Speaking	Reading	Writing	Over All

LANGUAGE ARTS		Q1	Q2	Q3	Q4
<b>Reading: Decoding</b>					
1.1	Recognizes and uses spelling patterns when reading				
1.2-1.3	Applies knowledge of syllabication when decoding multi-syllabic words				
1.5	Understands use of regular and irregular plurals				
<b>Reading: Fluency</b>					
1.6	Reads grade level text aloud with fluency				
<b>Reading: Vocabulary</b>					
1.7	Understands antonyms and synonyms				
1.8-1.9	Uses simple word structures to determine word meaning				
1.10	Identifies multiple meanings of words				
<b>Reading: Comprehension</b>					
2.2-2.7	Identifies and uses a variety of comprehension strategies				
<b>Reading: Analysis</b>					
3.1-3.4	Identifies and compares literary elements				
<b>Writing: Strategies</b>					
1.1	Organizes ideas and maintains a consistent focus				
1.2	Writes legibly				
1.3	Understands the purpose of and uses reference materials				
1.4	Progresses through the writing process				
<b>Writing: Applications</b>					
2.1	Writes narratives				
2.2	Writes a friendly letter				
<b>Written and Oral Conventions</b>					
1.1-1.2	Writes complete sentences using correct word order				
1.3	Identifies and correctly uses various parts of speech at grade level				
1.4-1.6	Demonstrates knowledge and use of grade level punctuation and capitalization				
1.7-1.8	Demonstrates knowledge and use of grade-level spelling				
<b>Listening and Speaking: Strategies</b>					
1.1-1.3	Listens critically and responds appropriately to oral communication				
<b>Listening and Speaking: Application</b>					
2.1-2.2	Retells information based on experience and interests				
<b>MATHEMATICS</b>		Q1	Q2	Q3	Q4
<b>Number Sense: Place Value</b>					
1.1	Counts, reads and writes whole numbers to 1,000				

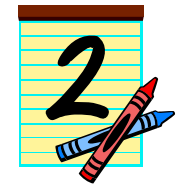
MATHEMATICS (continued)		Q1	Q2	Q3	Q4
1.3	Compares and orders whole numbers to 1,000				
<b>Number Sense: Computation</b>					
2.1	Uses the inverse relationship between addition and subtraction to solve problems				
2.2-2.3	Adds and subtracts two and three digit whole numbers without regrouping				
2.2-2.3	Adds and subtracts two and three digit whole numbers with regrouping				
3.1	Uses pictures, arrays, repeated addition and counting by multiples to multiply				
3.2	Understands beginning concepts of division				
3.3	Knows multiplication facts of 2's, 5's and 10's by memory				
<b>Number Sense: Fractions</b>					
4.1-4.3	Recognizes, names and compares fractions to represent parts of a whole and parts of a group				
<b>Number Sense: Money</b>					
5.1-5.2	Solves problems using correct notation of coins and bill combinations				
<b>Algebra and Functions</b>					
1.1	Uses commutative and associative rules				
<b>Measurement and Geometry</b>					
1.1-1.3	Measures the length of objects using standard and non-standard units of measurement				
1.4-1.5	Tells time to the nearest quarter hour and understands elapsed time				
2.1-2.2	Describes and classifies plane and solid figures				
<b>Statistics, Data Analysis &amp; Probability</b>					
1.1-1.4	Collects, organizes, represents and compares data on charts and graphs				
2.0	Demonstrates an understanding of patterns and how patterns grow				
<b>Mathematical Reasoning</b>					
1.1-1.2	Makes decisions about how to solve a problem and justifies the reasoning				
<b>HISTORY/SOCIAL SCIENCE</b>		Q1	Q2	Q3	Q4
2.1	Understands similarities and differences between life now and life in the past				
2.2	Demonstrates map skills				
2.3	Understands the process of local and national governments				
2.4	Understands basic economic concepts and their individual roles in the economy				
2.5	Understands how historical figures have made a difference				

SCIENCE		Q1	Q2	Q3	Q4
<b>Physical Science</b>					
1.0	Understands how the motion of objects can be observed and measured				
<b>Life Science</b>					
2.0	Understands that plants and animals have predictable life cycles				
<b>Earth Science</b>					
3.0	Understands that Earth is made of materials that have distinct properties and provide resources for humans				
<b>Investigation and Experimentation</b>					
4.0	Uses scientific methods to conduct investigations				
<b>PHYSICAL EDUCATION</b>		Q1	Q2	Q3	Q4
Demonstrates gross motor and movement skills					
Demonstrates fine motor and manipulative skills					
Demonstrates balance and coordination					
<b>FINE ARTS</b>		Q1	Q2	Q3	Q4
<b>Visual Arts</b>					
Effort and participation					
<b>Performing Arts</b>					
Effort and participation					
<b>Social Development and Work Habits</b>		Q1	Q2	Q3	Q4
Consistently shows effort					
Respects self and others					
Listens attentively					
Meaningfully participates in classroom activities and discussions					
Follows directions					
Completes tasks and assignments					
Completes and returns homework					
Demonstrates organizational skills					
Works independently					
<b>Programs in which the student is participating:</b>					
<input type="checkbox"/>	English Language Development (ELD)	<input type="checkbox"/>	Bilingual		
<input type="checkbox"/>	Student Support Team (SST)	<input type="checkbox"/>	Speech		
<input type="checkbox"/>	Special Education	<input type="checkbox"/>	Resource Specialist (RSP)		
<input type="checkbox"/>	Other _____				

ATTENDANCE					Q1	Q2	Q3	Q4
Days Tardy								
Days Absent (including excused)								
<b>TEACHER'S COMMENTS:</b>								
<b>1<sup>st</sup> Quarter</b>								
<b>2<sup>nd</sup> Quarter</b>								
<b>3<sup>rd</sup> Quarter</b>								
<b>4<sup>th</sup> Quarter</b>								

Performance Levels Key	
<b>Content Standards</b> 4.....Exceeds the standard 3.....Meets the standard 2.....Approaching the standard 1.....Needs more time/practice to develop / .....Not assessed this quarter	<b>Fine Arts, Social Development and Work Habits</b> O ... Outstanding S ... Satisfactory U ... Unsatisfactory / ..... Not assessed this quarter

**Reporting Periods:** Q1 = 1<sup>st</sup> Quarter    Q2 = 2<sup>nd</sup> Quarter    Q3 = 3<sup>rd</sup> Quarter    Q4 = 4<sup>th</sup> Quarter



1<sup>st</sup> Conference \_\_\_\_\_  
 Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

2<sup>nd</sup> Conference \_\_\_\_\_  
 Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

## THE STANDARDS-BASED REPORT CARD: REPORTING STUDENT PERFORMANCE

### WHAT IS A STANDARDS-BASED REPORT CARD?

The Standards-Based Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate a student's progress towards achieving California standards. For report cards to be useful, parents/guardians need to know what students are expected to learn at each grade level and how the teacher will evaluate the quality of student work.

### WHY DOES THE SFUSD USE A STANDARDS-BASED REPORT CARD?

Standards-Based Report Cards are used for the purpose of communicating student progress with parents/guardians and is at the very core of accountability. The SFUSD developed this Standards-Based Report Card, with input from parents/guardians, teachers, principals and other stakeholders, to clearly communicate student progress and highlight the importance of meeting grade level standards.

The Standards-Based Report Card highlights the value of the California standards and the importance of students achieving these standards in all core areas: English-Language Arts, History/Social Science, Mathematics and Science. Through the Standards-Based Report Card, the SFUSD communicates what standards are being taught, the progress the student is making, and what must be learned to meet the standards.

KEY TERMS	
<b>ASSESSMENT</b>	The ongoing process of gathering data and giving feedback about a student's performance for the intended purpose of identifying a student's strengths and weaknesses, improve and guide instruction, and document student progress.
<b>PERFORMANCE LEVEL</b>	This indicates a student's level of understanding and/or performance based on the California Department of Education standards set for a particular grade level.
<b>BENCHMARK</b>	The performance level a student demonstrates toward mastering a standard when he or she is tested throughout the year.
<b>STANDARDS</b>	<p>A statement that identifies what a student should be taught and be able to do by the end of the school year. Learning Standards for each content area subject (English-Language Arts, History/Social Science, Mathematics and Science) and grade level are identified in the California Standards and Frameworks. These can be viewed at the California Department of Education web site at <a href="http://www.cde.ca.gov/ci">www.cde.ca.gov/ci</a>.</p> <p>Please note: Standards are intended to determine what students should know and be able to do by the <b>end of a particular grade</b>. Performance levels are set according to the progress a student is making towards mastering those standards.</p>

PERFORMANCE LEVEL DESCRIPTIONS					
Content Standards			Fine Arts, Social Development and Work Habits		
<b>4</b>	<b>Exceeds the standard</b>	Student applies standard in ways that are in-depth and beyond what was taught.	<b>O</b>	<b>Outstanding</b>	Student demonstrates outstanding fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will contribute to the student's success both in and out of the classroom.
<b>3</b>	<b>Meets the standard</b>	Student consistently demonstrates mastery of the standard.	<b>S</b>	<b>Satisfactory</b>	Student demonstrates satisfactory fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will support the student's success both in and out of the classroom.
<b>2</b>	<b>Approaching the standard</b>	Student shows some understanding of the standard and is attempting to consistently meet the standard.	<b>U</b>	<b>Unsatisfactory</b>	Student does <b>NOT</b> demonstrate satisfactory fine arts participation, social development and/or work habits in the identified area. Improvement in this area is necessary for the student's continued success.
<b>1</b>	<b>Needs more time/practice to develop</b>	Student needs more practice in understanding the standard.			