

Understanding your child's REPORT CARD

2nd Grade

- Top 10 tips for understanding your child's report card
- Communication between home and school
- Academic measures
- Descriptors of what your child will learn during trimester 1



Trimester 1

Prepared for by the School District of
Menomonee Falls Office of Teaching & Learning

TOP 10 TIPS

Understanding your Child's Report Card

The purpose of the report card is one component of the larger communication plan between parents and the school. The purpose is to regularly communicate how a student is progressing and where the student is performing in relation to expected targets he/she should meet at the end of each reporting period.

1. The report card is based on the standards adopted by the School District of Menomonee Falls. The standards define what all students should know and be able to do in every subject, from kindergarten through grade 5.

2. The School District of Menomonee Falls chose report "indicators" that represent the knowledge students must acquire for each reporting period.

3. Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.

4. Academic measures are as follows:

Academic Indicators	
3	Meeting Standard
2	Approaching Standard <input type="checkbox"/>
1	Below Standard
NG	Not Graded

5. Your child may not get a mark for every indicator each marking period. If the class does not focus on a particular standard during a marking period, there will be no grade on the report card for that trimester. Instead, NG (no grade) will appear in the box.

6. Included in this booklet are descriptions of what your child should be able to do to meet each expectation.

7. Your child will get marks for "Learner Behavior Expectations". These marks will be:

Learner Behavior Expectations	
3	Consistently meets expectations
2	Sometimes meets expectations
1	Rarely meets expectations

8. Learner behavior expectations are important because developing good habits help your child learn.

9. The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

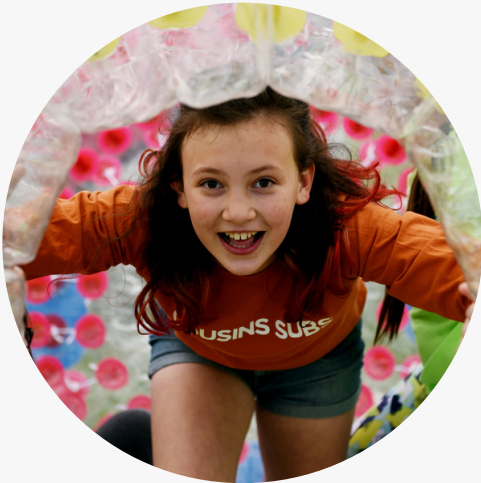
10. The goal of the report card is to provide meaningful information that families can use to team with teachers to support their student's learning.



Home/School Communications

We welcome your partnership in helping your child achieve success in school. Building this partnership is important to us and we are committed to two-way communication. Listed below are some of the intentional communications we built into our system. If you have questions or concerns please contact your child's teacher.

Ways we Intentionally Communicate



- Parent Information Night
- Parent/Teacher Conferences
- Trimester grade report
- Parent & Teacher notes, phone calls, emails
- Class or School newsletter
- District/school Facebook
- District school calendar
- Schoology
- District website

Get Involved

- There are many ways to support your child's learning journey. Listed below are just a few.
- Volunteer in your child's classroom or school
- Attend parent-teacher conferences
- Join the Parent Teacher Organization
- Become a Junior Achievement volunteer
- Have regular conversations with your child about homework or completed work brought home
- Use the information in this pamphlet to guide conversations about what your child is learning in school
- Contact your child's teachers with questions or concerns



Academic Measures

3 - MEETING STANDARD

Meets expectations for this reporting period. The student consistently demonstrates the skills and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has a proficient understanding. A "3" indicates that the student is right on track with our high academic expectations.

2 - APPROACHING STANDARD

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or partially understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is progressing toward proficiency. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW STANDARD

Does not meet expectations for this reporting period. The student seldom demonstrates the skills and/or understands concepts for this grading period. A "1" indicates the student demonstrates minimal understanding and requires extended time, support and/or practice.

NG

Progress on these indicators is not reported for this grading period. That does not, however, mean learning is not developing around the concept.

What Should My Child Be Able to Do to Meet Expectations during this Trimester?

English Language Arts

Applies grade-level phonics skills to read and spell words

- Identify and use the following phonic features to decode unknown single-syllable words in reading and writing:
 - Long and short vowel patterns
 - R-controlled vowels
 - Blends and digraphs
 - Inflectional endings (-ed, and -ing)

Accurately and fluently reads and spells common high-frequency words

- Read and write unit 1 high-frequency words

Uses a variety of strategies to read with accuracy, fluency, and expression

- Read independently at a level K or higher
- Use strategies to decode words such as:
 - Think about what is happening in the story
 - Look through the word part-by-part
 - Try a strategy that makes sense
- Attend to punctuation and read the story the way the author intended

Understands and applies information from texts

- Retell using story elements
- Share the author's lesson within the story

Reads grade-level texts with purpose and understanding

- Write and discuss thoughts and predictions during reading

Actively participates in conversations about books and builds on conversations

- Retell using story elements
- Be prepared to talk to a partner
- Talk about likes/dislikes within a book
- Ask questions to deepen conversations

Demonstrates an understanding of the text through writing

- Write thoughtful entries about text (including question, predictions and thoughts)



English Language Arts (continued)

Applies grade level conventions and grammar

- Use punctuation to end a sentence
- Use capital letters to begin each sentence

Composes a developed and organized piece about a focused topic across genres: narrative, information, and opinion

- Write a personal narrative
- Write 2 or more details
- Use transition words to tell the story in order
- Include beginning and ending
- Include strong words to help the reader picture their story
- Write descriptive details that include actions, thoughts, and/or feelings

Mathematics

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction

- Add and subtract story problems to 20

Add and subtract within 20

- Use mental strategies to add and subtract to 20

Number & Operations in Base Ten

Understand place value

- Compare 2 digit numbers using $<$, $>$, $=$

Use place value understanding and properties of operations to add and subtract

- Understand that the two digits of a two-digit number represent amounts of tens and ones

Measurement & Data

Measure and estimate lengths in standard units

- Measure the length of an object

Relate addition and subtraction to length

- Compare the length of two objects telling how much longer one is than the other



Social Studies

Understands Social Studies Content

- Identify prices, goods, services and ways people earn income
- Describe the role of banks, government
- Describe reasons people save money

Asks and Answers Questions About Social Studies Themes

- Generate questions about books and conversations in the classroom
- Provide reasons that support an answer

Science

Communicates Scientific Ideas

- Investigate the interdependent relationships between plants and animals within ecosystems
- Analyze and interpret data
- Construct explanations
- Engage in argument from evidence
- Obtain, evaluate, and communicate information

Uses the Inquiry Process

- Ask questions
- Develop and use models
- Plan and carry out investigations



Physical Education

Although the skill and form remain the same, the skill maturity, intensity, equipment and area used in physical education are adjusted or modified for each grade level based on student development.

Students will:

- Develop, refine and apply age-appropriate locomotor and movement patterns
- Control an object using feet, hands, or equipment (dribble, throw, catch, kick, strike)
- Actively participate in physical education class
- Follow directions (safe behaviors, rules, taking turns, using equipment and appropriate space)

Students in grades K-2 will participate in the following physical education units throughout the school year.

- Game Play
- Kicking, Throwing, Catching, and Bouncing
- Body and Spatial Awareness
- Bean Bag Manipulatives
- Bowling
- Cooperative Games
- Hula Hoop Manipulatives
- Jump Rope
- Tumbling
- Fitness Testing/Fitness Games/Lifetime Fitness Exposure

The following units are site dependent:

- Rock Wall, Yoga, Parachute



Music

Performs grade-level music skills

- Singing
- Chanting
- Reading and writing music
- Creating and improvising music
- Playing instruments

Listens to, analyzes, and evaluates the elements of music (Rhythm, melody, harmony, timbre, form, texture, and dynamics)

- Purposefully listens to music
- Demonstrates musical qualities through movement
- Uses music vocabulary to describe music

Engages in collaborative music making

- Demonstrates flexibility, inquisitiveness, openness and respect for the ideas and work of others, responsible risk-taking, self-reflection, self-discipline, and perseverance
- Works with commitment to achieve the goals of the ensemble (grade level, whole class, or small group)
- Understands and demonstrates appropriate concert etiquette for audience and performance

Art

Uses appropriate art-related vocabulary

- Identify art terms
- Explain how terms are used in art projects
- Identify different artists

Explores the elements and principles of design

- Identify elements and principles of design in artwork

Knows and makes art that communicates ideas

- Create artwork and explain why it was made

Solves problems independently while making art

- Consistently identify to redirect artwork to solve problems

Describes and uses grade-level skills to produce art

- Use grade level skills to complete artwork independently
- Consistently use craftsmanship in artwork
- Use multiple art techniques to create artwork

Uses own ideas to think creatively

- Show grade thinking skills in artwork
- Use problem-solving to improve artwork



Learner Behavior Expectations

Shows Respect

Follows school rules and expectations

Listens with empathy

Uses kind actions and words

Recognizes and shows consideration for the rights and feelings of others

Demonstrates Responsibility

Follows directions

Is accountable; stays focused on task

Demonstrates organizational skills

Manages time wisely and completes assigned work on time

Collaborates with Others

Contributes responsibly in partner and group settings

Respects and considers different opinions and ideas

Shows Persistence

Is able to continue when faced with a challenge; does not give up easily

Accurately monitors own effort toward learning goals; reflects on progress

Demonstrates Flexibility

Adapts positively to new or different situations and ideas

Makes transitions efficiently

Problem Solves

Tries a variety of approaches, strategies, or alternatives

Independently considers options and attempts solutions

Communicates with Others

Actively listens

Participates in collaborative conversations; shares ideas

Takes responsible risks in sharing learning

