

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 3



Trimester 3

Prepared for by the School District of Menomonee Falls
Office of Curriculum & Instruction

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.

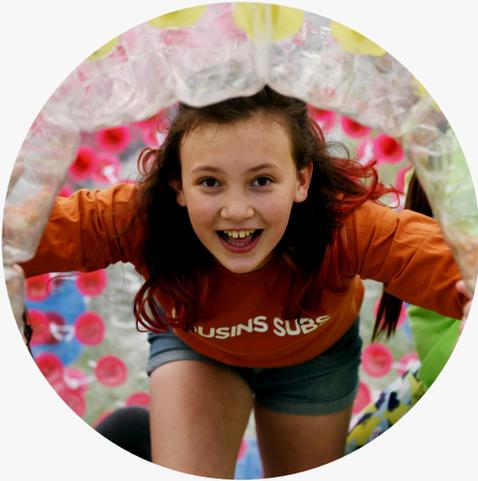
10. The goal of the report card is to provide meaningful information that families can use to team with teachers to support their student's learning.



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

Students will:

- Read and spell multisyllabic words with long vowel patterns
- Read and identify prefixes and suffixes

Accurately and fluently reads and spells common high-frequency words

Students will:

- Read and spell Unit 3 & 4 high-frequency words

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

Students will:

- Independently read fiction books at a level L or higher
- Use strategies to decode words such as:
 - Think about the topic
 - 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

Students will:

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- Pay attention to literary language: similes and metaphors
- Describe character traits
- Identify the lesson learned from a Fable

Reads grade-level texts with purpose and understanding

Students will:

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- Pay attention to literary language: similes and metaphors
- Describe character traits
- Identify the lesson learned from a Fable
- Independently read fiction at an L or higher



English Language Arts (cont.)

Actively participates in conversations about books and builds on conversations

Students will:

- Be prepared to talk to a partner about facts from a text
- Talk about likes/dislikes within a book
- Ask questions to deepen conversations

Demonstrates an understanding of the text through writing

Students will:

- Write thoughtful entries about text (including main idea and facts from text)

Applies grade level conventions and grammar

Students will:

- Use grade-level grammar
- Use a variety of punctuation (period, question mark, and exclamation point)

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

Students will:

- Write an opinion piece to introduce a topic, state an opinion, supply reasons that support an opinion, use linking words (because, and, also) providing a concluding statement



Mathematics

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction

- Use addition and subtraction to solve word problems to 100
- Add and subtract within 20 using mental strategies
- Use arrays to gain an understanding of multiplication

Number & Operations in Base Ten

Understand place value

- Write three-digit numbers using numerals, words, and expanded notions
- Compare numbers using greater than, less than, or equal to

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

- Add and subtract three-digit numbers using a variety of strategies

Measurement & Data

Measure and estimate lengths in standard units

- Choose appropriate measuring tools
- Estimate and measure objects

Relate additions and subtraction to length

- Compare lengths in equal units (cm,m)
- Solve word problems involving length using addition and subtraction to 100

Work with time and money

- Solve money word problems

Represent and interpret data

- Measure length and display results

Geometry

Reason with shapes and their attributes

- Divide circles and rectangles into equal parts
- Recognize and draw shapes with a given number of angles



Social Studies

Understands Social Studies Content

- Describe how their community has changed over time and how it has affected their life

Asks and Answers Questions About Social Studies Themes

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

Science

Communicates Scientific Ideas

- Learn about earth's systems and processes that shape the earth
- 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

- Audiating
- Chanting
- Reading and writing music

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

Solve 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-level 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

