



Nashoba Regional School District

Standards-Based Report Card
Parent Guide

Second Grade

Table of Contents

Note: Clicking on the sections below will take you directly to that location in the handbook.

About this Handbook	3
Introduction to Standardized Reporting	3
The Standards-Based Reporting System	4
Standard Scale	5
Social Behavior and Work Habit Scale	6
Content Areas Reporting Standards	7
English/ Language Arts	7
Mathematics	10
Science, Technology & Engineering	12
History and Social Science	13
Social Behavior and Work Habits	14
Comments	14
Additional Information	14

About this Handbook

This handbook is intended to provide additional information regarding the standards-based grading process in the Nashoba Regional School District.

Our report cards are the result of collaboration between teachers, administrators and families. The primary goal of these report cards is to provide information regarding students' progress throughout the year with respect to both content standards and habits of learning. Teachers use multiple measures to assess children's performance in each area. The hope is that, by the end of the year, every family has a comprehensive picture of a child's learning and growth over the course of the year.

Introduction to Standardized Reporting

What are standards?

Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content areas.

Example: (Mathematics/ Measurement and Data section) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

This particular math standard is what needs to be accomplished by the end of second grade (trimester 3).

What are the benefits of standardized reporting?

On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery.

The Standards-Based Reporting System



Standards are outlined by the Massachusetts State Standards.

Curriculum is developed to ensure that all standards are being taught.

Instruction is guided by standards-based curriculum and informed by ongoing assessment data.

Formative & Summative Assessments are used to accurately measure students' progression toward the standards.

Reporting Tools enable teachers to show student growth toward:

- End-of-the-year standards
- Social Behavior and Work Habits

Standard Scale

The standard scale shows a student's progress toward mastery of the end-of-year standards.

4	Student demonstrates mastery of the grade-level standard independently.
3	Student is approaching mastery of the grade-level standard independently .
2	Student is progressing toward the grade-level standard with additional instruction and support .
1	Student is beginning to progress toward the grade-level standard with additional instruction and support .
NA	Standard not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of the year expectations, the majority of students will not earn a standard scale score of 4 in trimester 1 and trimester 2. In addition, as a result of the increasing complexity of skills, student performance may fluctuate throughout the school year. It is possible that a student who was approaching mastery in one trimester could require additional support as the content becomes more complex. This student could receive a lower numeric grade in a later trimester.

When grade-level students are working independently, some students may require **additional academic instruction and support** such as:

- Consistent need to receive additional instruction in a small group or one-to-one on independent assignments
- Require more frequent check-ins related to the content during independent work
- Require additional scaffolding and visuals in order to complete independent assignments
- Significant or frequent review or reteaching to complete independent assignments

If a student independently demonstrates understanding of a content standard, that student would be able to receive a 3 or 4 even if that student has received additional support leading up to the independent assessment. If the student continues to require this additional support on the independent assessment, that student would receive a 1 or 2. The grading scale refers to instruction and support beyond what is required by an IEP.

A student may also receive a NA (not assessed) on a particular standard in a given trimester. Some of the standards are not addressed in a particular trimester; therefore, the students are not formally assessed in these areas. This is particularly true of science and social studies, as teachers share supplies and may teach the standards at different times throughout the year.

Social Behavior and Work Habit Scale

This scale utilizes three point descriptors, which are represented by M, I, and S.

- M Meets expectations**
- I Inconsistently meets expectations**
- S Seldom meets expectations**

This scale applies to the sections of the report card listed below:

Strives for Quality- Assesses the effort of the student in the following academic content areas:

- Speech, Listening, and Language
- Reading
- Writing
- Mathematics
- Science, Technology, and Engineering
- History and Social Sciences

Social Behavior/ Work Habits- Assesses the social behavior and work habits of the student throughout the school day.

Specialist Reporting- Assesses student's demonstration of respectful behavior and appropriate level of effort in each specialist discipline

*See Social Behavior and Work Habits section of this handbook for more information.

Content Areas Reporting Standards

Listed below are the general content areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3.

English/ Language Arts

By the end of trimester 3, a student who has mastered year-end expectations:

Speech, Listening, and Language:

Participates in collaborative conversations.

- Asks and answers questions about what a speaker says in order to clarify comprehension, **gather additional information, or deepen understanding of a topic or issue.**
- Follows agreed-upon rules for discussions
- Builds on others' talk in conversations by linking their comments to others.
- Asks for clarification and further explanation as needed about the topics and texts under discussion.
- Produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Reading:

Retells and describes stories.

- Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Describes the overall structure of a story, including describing how the beginning introduced the story and the ending concludes the action.
- Recounts stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describes how characters in a story respond to major events and challenges.

Understands the main purpose in an informational text.

- Asks and answers questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identifies the main topic of a multi-paragraph text.
- Knows and uses text features to determine the meaning of words and phrases in a text .
- Identifies the main topic and key details of a text. .
- Knows and uses various text features (e.g., heading, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
- Describes how reasons support specific points the author makes in a text.

Knows and applies grade-level phonics and word analysis skills in decoding words.

- Distinguishes long and short vowels when reading regularly spelled one-syllable words.
- Knows spelling-sound correspondences for additional common vowel teams.
- Decodes regularly spelled two-syllable words with long vowels.
- Decodes words with common prefixes and suffixes.
- Identifies words with inconsistent but common spelling-sound correspondences.
- Recognizes and reads grade-appropriate irregularly spelled words

Reads grade-level text with sufficient accuracy.

Writing:

Demonstrates an understanding of the conventions of capitalization and punctuation when writing .

- Capitalizes proper nouns.
- Uses commas in greetings and closing of letters.
- Uses an apostrophe to form frequently occurring possessives.
- Uses end punctuation for sentences (periods and question marks).

Demonstrates command of the conventions of spelling when writing.

- Generalizes learned spelling patterns when writing words.

Writes opinion pieces.

- Introduces a topic by stating an opinion and providing a 3 or more reasons with examples and a conclusion.

Writes informational pieces.

- Writes informational texts that introduce a topic, includes a variety of text features and provides a concluding statement that wraps up a section.

Writes narrative pieces.

- Organizes details in a sequential order to tell about an event or experience.
- Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Mathematics

By the end of trimester 3, a student who has mastered year-end expectations:

Operations and Algebraic Thinking

Solves word problems involving addition and subtraction within 100.

- Uses addition and subtraction within 100 to solve a variety of two-step word problems.

Adds within 20.

- Knows from memory all sums of two one-digit numbers.

Subtracts within 20.

- Knows from memory related subtraction facts of sums of two one-digit numbers.

Number and Operations in Base Ten

Uses place value understanding and properties of operations to add and subtract.

- Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
NOTE: It is not expected that grade 2 students use an algorithm to add or subtract. The intent is that they build conceptual, numeric and place value understanding.
- Explains why addition and subtraction strategies work, using place value.
- Adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Measurement and Data:

Demonstrates an understanding of time. (2.MD.7-MA.7.a.)

- Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Knows the relationships 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 approximate number of weeks in a month and a year.

Demonstrates an understanding of money.

- Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to \$10), using \$ and ¢ symbols appropriately and whole dollar amounts.

Represents and interprets data.

- Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organizes and records the data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.
- Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solves simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry:**Uses and demonstrates knowledge of shapes and their 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, describes the shares. Recognizes that equal shares of identical wholes need not have the same shape.

Science, Technology & Engineering

By the end of trimester 3, a student who has mastered year-end expectations:

Earth and Space Science Strand:

Maps and describes Earth's landforms and bodies of water and evaluate solutions for slowing changes to landforms.

- Investigates and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*
- Maps the shapes and types of landforms and bodies of water in an area.

Life Science Strand:

Models and compares how plants and animals depend on and adapt to their surroundings

- Develops and uses models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.
- Uses texts, media, or local environments to observe and compare (a) different kinds of living things in an area, and (b) differences in the kinds of living things living in different types of areas.

Physical Science Strand:

Investigates and analyzes evidence related to properties of matter.

- Describes and classifies different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.
- Analyzes a variety of evidence to conclude that when a chunk of material is cut or broken into pieces, each piece is still the same material and, however small each piece is, has weight. Shows that the material properties of a small set of pieces do not change when the pieces are used to build larger objects.
- Constructs an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot.

History and Social Science

By the end of trimester 3, a student who has mastered year-end expectations:

World Geography:

Locates all of the continents on a map of the world.

- On a map of the world, locates all of the continents: North America, South America, Europe, Africa, Asia, Antarctica, and Australia.

Locates the current boundaries of the United States.

Describes how geography impacts the life of people living in that region.

- People adapt and change the land to fit their needs.

Civics and Government

Gives examples of the rights and responsibilities that students, as citizens, have in his/ her school.

My Family History

Understands chronological order related to student's life.

- Timelines can be used to show the chronological order of a student's life.

Understands that Americans come from many places and bring with them unique traditions and customs.

- People learn about themselves by learning their family history.
- Families have beliefs, customs, and traditions.

Economics

Understand the relationship between producers and consumers and goods and services.

- There are "producers" and "consumers" in our community.
- Goods and services that are bought and sold to his/ her community.
- People make choices about how to spend their money based on needs and wants.

Social Behavior and Work Habits

The Social Behavior and Work Habits section of the report card stems directly from the *Responsive Classroom* core values: **cooperation, assertion, responsibility, empathy, and self-control**. These core values encompass all of the social and work behaviors that are exhibited by the students in the classroom. The students will receive an M (meets expectations); an I (inconsistently meets expectations) or an S (seldom meets expectations) per core value descriptor. If more information regarding social behavior needs to be addressed beyond just an (M), (I), or (S), the teacher may provide this information in the comment section of the report card.

Comments

The comment section of the report card allows the teachers to address any section of the report card more specifically.

Example: A child earns an (I) in the “Works collaboratively with others” section of social behavior for showing great cooperation in the classroom during the first ten weeks of school. Just in the last week, however, has been challenged with being cooperative, so the teacher makes note of the recent behavior change in the Comments Section.

The comments also will give the teacher a chance to comment on a more “personal” level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

Additional Information

If you have any additional questions or concerns regarding the standard-based report card or the Parent Guide, please direct those questions to your child’s teacher. Thank you and enjoy the standards-based reporting tool.