Holley Elementary School

Report Card Parent Guide

Grade 2









This Report Card, aligned with the New York State Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

We are committed to ensuring that students are well prepared for the future. It is our professional responsibility to provide parents and students with complete and accurate information that reflects your child's performance, and the indicators on the Report Card are designed to reflect achievement. Achievement is measured by student's performance at a single point in time and how well the student performs against a standard.

This Parent Guide was written to assist you in understanding how your child is scored on the Holley Elementary Report Card. Providing a clear and complete communication tool is the main goal of our Standards Based Report Card.

Changes in Our New Report Card

The new report card is aligned to New York State Learning Standards and reflects updates in our instruction, curriculum and assessments. You will find:

- 1. Category titles and descriptors reflecting skills needed to master NYS and District Standards.
- 2. Grading keys reflecting student progress toward NYS and District Standards (1-4 scale).
- 3. Learner Behaviors reflecting expectations for skills necessary to be a successful learner.

Standards-Based Report Cards

There are four essential components to a standards-based system.

- 1. The subject standards as outlined by NYS and the District that describe what a student should know and be able to do at an identified point in time.
- 2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards.
- 3. The assessments that a teacher uses to measure learning and the extent to which a students has met the standard.
- 4. The communication tool that allows a teacher to report accurately a student's progress toward meeting standards four times throughout the school year.

NYS and HCSD Standards

HCSD Curriculum and

Assessments

Reporting

Quick View

Academic Areas and Student Performance Levels



k View		Student achievement is reported four times a year.				
ner Behaviors, Attendance and Teacher Comments						
Learner Behaviors	Q1	Q2	Q3		24	
Exercises self-control	A A					
Accepts responsibility for own behavior	A					
Displays a positive attitude	A					
Cooperates and works well with others	A					
Listens effectively for information/directions Maintains appropriate voice level	A					
Stavs focused during learning opportunities	A					
Works independently	A					
Seeks help when needed	А					
Uses time effectively to produce his/her best work	C					
Urganizes personal and classroom materials	A	<u> </u>		_		
Follows classroom routines	Α Δ					
			1		2	
	\backslash					
Teacher comments will Lea	arner Behaviors a	are				
include more specific e	essential skills for	r				
information about bec	coming a success	ful				
information about bec	coming a success learner.	ful				
information about bec student progress and	coming a success learner.	ful				
information about student progress and content covered.	coming a success learner.	ful	_	_		
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Frequently Asked Questions

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

- 1. In-depth student assessments
- 2. Consistent evaluations throughout the year
- 3. Consistent evaluations between students

Q: How does this help communication with parents?



- A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. They also:
- 1. Promote more detailed and meaningful conversations with parents at parent-teacher conferences
- 2. Allow for careful and precise monitoring of student achievement
- 3. Reflect grade-level standards, skills and expectations so parents gain a complete idea of student progress

Q: Why are not all standards listed on the report card?

A: Teams of teachers and administrators reviewed the NYS and District standards for each grade level and each subject and chose descriptors which were considered most significant for student learning in each grade level.

Q: Why are there no letter or percentage grades?

- A: A standards-based report card's rubric approach (1, 2, 3, 4) provides information about a student's achievement without the need for letter or percentage grades. Letter and percentage grades:
- 1. Follow a teacher's individual assessment and expectations
- 2. Do not show a student's performance toward state and district standards or expectations
- 3. Tell only how a child performed on specific assignments and do not allow for growth and progress and learning over time

Q: Can a student perform at a level 3 and then move to a lower level the next marking period?

- A: The expectations change from one quarter to the next as students build skill toward the end of the year grade level expectations. This means:
- 1. A student may meet the grade level benchmark during the first quarter, but as the expectations increase, the student may not demonstrate the same level of proficiency the next quarter.
- 2. A student might receive a 3 in the first quarter and then receive a 2 in the second quarter.

Q: Why are some areas on my child's report card not evaluated this quarter and why does the report cards show NA?

- A: Not every standard is taught every quarter, while some are woven throughout instruction all year long.
- 1. Some standards spiral and can be taught each marking period, so they are assessed more frequently.
- 2. Some standards are based on a hierarchy, meaning another must be mastered before the skill can progress to something more difficult.
- 3. Some classes (typically Science and Social Studies) are based on units that alternate by quarter, resulting in an NA for one marking period.

When standards are taught, they are evaluated and will be reported on the report cards.

MATH

Grade 2

It is our professional responsibility to provide parents and students with complete and accurate information that reflect your child's performance, and the indicators on the Report Card are designed to reflect achievement. There are 3 <u>practices</u> that we use to help us assess your child's math thinking.

Mathematical Thinking Practices:

1. Make sense of problems and perseveres in solving them.

Teachers will be looking for the following evidence:

- The student explained the problem and showed perseverance by making sense of the problem.
- The student selected and applied an appropriate problem solving strategy that lead to a thorough and accurate solution.
- The student checked their answer using another method.

2. Clearly and precisely communicate mathematically thinking.

Teachers will be looking for the following evidence:

- The student was precise by clearly describing their actions and strategies, while showing understanding and using grade level appropriate vocabulary in their process of finding solutions and can compare their process to peers alternative process.
- The student expressed and justified their opinion using a variety of numbers, pictures, charts, and words.
- The student connects quantities to written symbols and creates a logical representation with precision.

3. Use mathematical strategies, models and tools appropriately.

Teachers will be looking for the following evidence:

- The student selected multiple efficient tools and correctly represented the tools to reason and justify their response.
- The student was able to explain why their tool/model was efficient.

Below we have listed some of the Grade 2 content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

Fluently adds and subtracts within 20 using mental strategies.

Teachers will be looking for evidence such as:

• Students know their addition and subtraction facts within 20.

For example

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✓ 15+4 = 19
✓ 6+8 = 14
✓ 18-3 = 15
✓ 14-8 = 6
✓ 16-___=9
✓ __+5=13(because I know 5+8=13)
✓ 8+5=9+4
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If they do not have them memorized, they have an efficient strategy for figuring them out. Some strategies include remembering it is one less than a double fact or get to ten then add in the rest.

For example: 6+8=14 (If I start at 6, I know that 4 will make 10, so I subtract 4 from 8 and now I have friendly numbers 10+4=14

Adds and subtracts within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Students will be working toward this level. Most of their work will be anchoring in understanding with two digit numbers and at the end of the year extending it to three digit numbers.

Teachers will be looking for evidence such as:

• Students extend their number fact and place value strategies to add within 1000

Example:



• They represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.

Example:



• Students are able to use strategies to add up to four two-digit numbers.

Example:



Students understand that when subtracting, they may need to think of 1 hundred as 10 tens or 1 ten as 10 ones. Sometimes people think of this as exchanging (or borrowing).



Students apply their place value skills to decompose (break apart) numbers. For example, 317 + 412can be thought of as 3 hundreds 1 ten and 7 ones plus 4 hundreds 1 ten and 2 ones. Students decompose the numbers into 100s, 10s, and 1s.

Example:

- Students work with problems both in and out of context and presented in horizontal and vertical forms.
- Students use language associated with proper place value.
- They explain and justify their mathematical thinking both verbally and in a written format.

Example:

• Students estimate the solution prior to finding the answer, focusing on the meaning of the operation and helping them attend to the actual quantities.

Please note: Students do **not need to be** introduced to the standard algorithm of carrying or borrowing in second grade. Their time is being spent focused on critical place value understandings. If they are introduced to the standard algorithm it will be toward the very end of the year.

Example:

ELA Reading:

It is our professional responsibility to provide parents and students with complete and accurate information that reflect your child's performance, and the indicators on the Report Card are designed to reflect achievement. The chart below shows the progression of reading levels throughout the year for each grade level and the benchmark level for each quarter of 2nd Grade.

Grade	Fountas & Pinnell Reading Level
К	A, B, C, D
1	D, E, F , G, H, I, J
2	J, K, L, M
3	M, N, O, P
4	P, Q, R, S
5	S, T, U, V
6	V, W, X, Y, Z

Quarter	Benchmark for 2 nd Grade
1	J
2	K
3	L
4	M

The 3 Major Headings under the New York State Learning Standards are Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas. Below is a brief summary of what each heading consists of for literature and informational texts

Key Ideas and Details: Students ask and answer questions about a text, understand the central message and main idea, understand how characters respond to major events and challenges and describe connections between historical events, scientific concepts or steps in a technical process.

Craft and Structure: Students describe how words and phrases bring supply rhythm and bring meaning to a text, describe the overall structure of a story, acknowledge differences in points of view of characters (including speaking in different voices), know and use various text features and identify the main purpose of a text.

Integration of Knowledge and Ideas: Use information gained from illustrations and words to demonstrate understanding of characters, setting, plot, explain how images help to clarify a text, compare and contrast two or more version of same story by different authors or different cultures, describe how reasons support specific points authors make, compare and contrast the most important points presented by two texts on same topic.

Writing:

There are 3 main units during the year, **Narrative, Informational and Opinion** writing. In Narrative writing students will be writing about stories from their personal lives. Informational writing will focus on non-fiction facts, scientific writing and how to books. Opinion writing will allow children to write about what they feel strongly about giving their view points and opinions on various topics. By the end of the year in June students should be able to write 15 or more sentences to create their published copies of their writing piece.

Students will also learn to write a written response from a text while citing evidence from the text. This type of writing will be modeled and guided orally and in writing throughout the entire year and will consist of the student being able to answer the question in a complete sentence while writing extra details that support the answer by pulling details out of the text and citing them.