



Second Grade Performance Report

Name:
Student ID:
Teacher:

Grade:
School Year: 2020-2021

Performance Scale	
4	Exceeds: Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	Proficient: Work at this level meets end of year grade level expectations.
2	Developing: Student work is developing, but is not meeting grade level expectations.
1	Emergent: Student work is beginning to show progress/understanding.
0	Area of Concern: Student does not demonstrate understanding and application of the standard at this time.
N/A	Standard was not assessed during this time period.

Attendance	1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.
Days Absent				
Tardies				

English Language Arts	Qtr. 1	Qtr.2	Qtr. 3	Qtr. 4
Reading Literature				
2.R.1.A.b: asking and responding to relevant questions ex: who, what, where, when, why, and how				
2.R.1.D.a: reading text that is developmentally appropriate	N/A		N/A	
2.R.1.A.d: retelling a story's beginning, middle, and end and determining its central message, lesson, or moral		N/A	N/A	N/A
2.R.1.B.g: recognizing that some words have literal and non-literal meanings	N/A	N/A	N/A	
2.R.2.A.b: describe main characters in works of fiction, including their traits, motivations, and feelings		N/A	N/A	N/A
2.R.3.C.a explain main ideas and supporting details	N/A	N/A		N/A
2. R.2.A.c: Read, infer, analyze, and draw conclusions to compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events. (fiction)	N/A	N/A	N/A	
2.R.3.A.a: identify the main idea of sections of text and distinguish it from the topic	N/A		N/A	N/A
2.R.3.A.b :demonstrate understanding by locating facts to answer and /or ask questions ex: who, what, where, when, why, and how	N/A		N/A	N/A
2.R.3.A.c :use text features to locate specific information (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)	N/A		N/A	N/A
2.R.3.C.e: compare and contrast the most important points presented by text on the same topic				
2.R.3.C.d identify author's purpose	N/A	N/A		N/A
2.R.2.A.f: Read, infer, analyze, and draw conclusions to: compare and contrast the differences in points of view of characters and how stories are narrated	N/A	N/A	N/A	
Reading Foundation Skills				
2. RF.3.A.i: Develop phonics in the reading process by reading irregularly spelled high frequency words.				
Writing				
W.3.A: Apply the research process in writing.	N/A		N/A	N/A
W.2.A: Opinion/Argumentative writing process	N/A	N/A		N/A
W.2.C: Write fiction or nonfiction narratives and poems		N/A	N/A	
Language				
2. L.1.A.f: In speech and written form, apply standard English grammar to produce simple declarative, imperative, exclamatory, and interrogative sentences.	N/A	N/A	N/A	
2.L.1.B.g: spell and use the plural of appropriate nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x	N/A	N/A		N/A
2.L.1.B.d: In written text capitalize weeks, days, months and holidays.		N/A	N/A	N/A
2.1.L.B.f: spell words using irregular and regular spelling patterns				
Math				
2.NBT.C.11: Write word problems involving addition and subtraction within 100.	N/A	N/A		N/A
2.NBT.C.11: Solve one step problems and solve two step problems and word problems involving addition and subtraction within 100. a. Solve one- and two-step problems situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all position, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	N/A	N/A		N/A
2.RA.A.1: Demonstrate fluency with addition within 20. (Using mental strategies. By end of Grade 2, know from memory all sums of two one-digit number.	N/A	N/A	N/A	
2.RA.A.1: Demonstrate fluency with subtraction within 20. (Using mental strategies. By end of Grade 2, know from memory all sums of two one-digit number.	N/A	N/A	N/A	
2.RA.B.2: Determine if a set of objects has an odd or even number of members. Count by 2's to 100 starting with any even number. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.		N/A	N/A	N/A

2.RA.B.3: Find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to represent the total of a sum of equal addends.		N/A	N/A	N/A
2.NBT.A.1 Understand that three digit numbers are composed of hundreds, tens, and ones.	N/A		N/A	N/A
2.NBT.A.4 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	N/A		N/A	N/A
2.NBT.A.5 Compare two three-digit numbers using $>$, $=$, and $<$.	N/A		N/A	N/A
2.NBT.B.8: Add within 1000 and justify the solution.	N/A	N/A		N/A
2.NBT.B.8: Subtract within 1000 and justify the solution.	N/A	N/A		N/A
2.NBT.B.10: Mentally add 10 or 100 to a given number within 1000.	N/A		N/A	N/A
2.NBT.B.10: Mentally subtract 10 or 100 from a given number within 1000.	N/A		N/A	N/A
2.GM.B.7: Measure and determine how much longer one object is than another.	N/A	N/A	N/A	
2.GM.D.10: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		N/A	N/A	N/A
2.GM.D.12: Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and cent sign appropriately. (solve word problems)	N/A	N/A	N/A	
2.DS.A.3 Draw a picture graph or a bar graph to represent a data set with up to four categories.		N/A	N/A	N/A
2.DS.A.4: Solve put-together, take-apart, and compare problems using information presented in line plots, picture graphs and bar graphs.		N/A	N/A	N/A
2.DS.A.5: Draw conclusions from line plots, picture graphs and bar graphs.		N/A	N/A	N/A
2.GM.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes. Identify the faces of three-dimensional objects.	N/A	N/A	N/A	
2.GM.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares and the whole. Demonstrate the equal shares of identical wholes need not have the same shape. (use the words halves, thirds, half of, a third of, two halves, three thirds, four fourths, etc.)	N/A	N/A	N/A	
Science				
2.LS2.A.1: Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water).	N/A	N/A	N/A	
2.ETS1.A.1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	N/A		N/A	N/A
2.ESS1.C: Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.)	N/A	N/A		N/A
2.ESS2.B: Develop a model to represent the shapes and kinds of land and bodies of water in an area.		N/A	N/A	N/A
Social Studies				
PL.1.B.2: Explain the rights of citizens.		N/A	N/A	N/A
EG.5.B.2: Identify and locate the world's seven continents and four oceans.	N/A	N/A		N/A
EG.5.C.2: Identify and describe physical characteristics in the world (landforms, water bodies, etc.)	N/A	N/A		N/A
H.3a.G.2: Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians.	N/A		N/A	N/A
RI.6.B.2: Describe how needs are met by families and friends.	N/A	N/A	N/A	