

BLOOMINGTON
Grade 02 Progress Report
2018-2019

Attendance Summary:

| S1 | | S2 | | Total | |
|--------|-------|--------|-------|--------|-------|
| Absent | Tardy | Absent | Tardy | Absent | Tardy |
| | | | | | |

| Academic Performance Level for Elementary Grades | | | | | |
|--------------------------------------------------|----------------------|--------------------|-------------------|------------------|--------------|
| Name | Exceeds Expectations | Meets Expectations | Developing Skills | Beginning Skills | Not Assessed |
| Score | 4 | 3 | 2 | 1 | NA |

| ELEMENTARY STANDARDS | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|
| | Term | |
| | S1 | S2 |
| ENGLISH LANGUAGE ARTS | | |
| READING: LITERATURE | | |
| Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | |
| Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | | |
| Describe how characters in a story respond to major events and challenges. | | |
| Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | |
| Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | |
| READING: INFORMATIONAL TEXT | | |
| Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | |
| Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | | |
| Know and use various text features to locate key facts or information in a text efficiently. | | |
| Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | |
| FOUNDATIONAL SKILLS | | |
| Know and apply second grade level phonics and word analysis skills in decoding words. | | |
| Read with sufficient accuracy and fluency to support comprehension at a second grade level. | | |

| ELEMENTARY STANDARDS | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|
| | Term | |
| | S1 | S2 |
| WRITING | | |
| Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | | |
| Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | |
| SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY | | |
| Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | | |
| LANGUAGE | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking at a second grade level. | | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing at a second grade level. | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. | | |
| MATH | | |
| GEOMETRY & MEASUREMENT | | |
| Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. | | |
| Tell time to the quarter-hour and distinguish between a.m. and p.m. | | |

| ELEMENTARY STANDARDS | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|
| | Term | |
| | S1 | S2 |
| Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount. | | |
| NUMBER & OPERATION | | |
| Read, write and represent whole numbers up to 1,000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | | |
| Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds. | | |
| Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts. | | |
| Demonstrate fluency with basic addition facts and related subtraction facts. | | |
| Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits. | | |
| SOCIAL STUDIES | | |
| Social Studies Knowledge and Skills | | |
| SCIENCE | | |
| Science Knowledge and Skills | | |
| HEALTH | | |
| Health Knowledge and Skills | | |
| ART | | |
| Knowledge and Skills in Art | | |
| Effort and Participation in Art | | |
| PHYSICAL EDUCATION | | |
| Physical Education Skills | | |
| Cooperative Participation | | |
| MUSIC | | |
| Music Skills | | |
| Music Knowledge | | |
| Music Participation | | |
| LIFE SKILLS | | |
| Handwriting | | |
| Uses time effectively | | |
| Follows directions | | |
| Organizes materials | | |
| Respects self, staff, peers and property | | |
| Works cooperatively with others | | |
| Makes appropriate behavior choices | | |
| Listens attentively | | |
| Shows effort | | |
| TEACHER NOTES | | |
| Comments | | |