

# REGIONAL SCHOOL DISTRICT 10

Student Name:

Grade Level: Two

SASID:

2016-2017 School Year

Teacher:

## Performance Indicators for Academic Areas

**M** - Meets Standard - independently and consistently achieves grade level standards

**P** - Progressing Toward Standard - is able to achieve grade level standards with assistance or support

**B** - Below Standard - is not yet able to perform at grade level standard

## Approaches to learning performance indicators:

3 - Consistently Meets Expectation

2 - Moving Toward Expectation

1 - Experiencing Difficulty

*Grades reflect students current level of performance at this time of year.*

*If your child is receiving Special Education Services, please refer to the goals and objectives listed in your child's IEP.*

Attendance	Nov.	Mar.	June
Absent	1	0	0
Tardy	0	0	0

Approaches to Learning			
Academic Responsibility	Nov.	Mar.	June
Participates and contributes to group work	2		
Remains on task and works independently	2		
Follows written and oral directions	2		
Demonstrates effort and perseverance	2		

Approaches To Learning			
Personal Responsibility	Nov.	Mar.	June
Accepts and learns from feedback	2		
Respects rights, opinions and abilities of others	2		
Follows rules and routines	3		
Organizes time and materials	2		

Language Arts			
Foundational Skills	Nov.	Mar.	June
<b>Knows and applies grade level phonics</b>	P		
<i>Distinguishes between long and short vowels; knows the spelling sound correspondence for vowel teams (e.g. team); decodes multisyllabic words and words with prefixes and suffixes; recognizes and reads grade appropriate irregular words (e.g. their)</i>			
<b>Reads with grade level appropriate fluency</b>	M		
<i>Proficiently and independently reads and comprehends literature, including stories, dramas, and poetry in the grade 2 range</i>			
<b>Literature and informational text</b>			
<b>Identifies key ideas and details</b>	P		
<i>Retells texts including key details to determine the central message; identifies the main topic of a multi-paragraph text; describes how characters respond to events and challenges; describes how a series of events or ideas in a text are connected</i>			
<b>Understands craft and structure (how text is organized)</b>	P		
<i>Describes story structure including introductions and conclusions; recognizes differences in characters' points of view; speaks in different voices for different characters; knows and utilizes informational text features and locates information; identifies author's purpose</i>			
<b>Integrates knowledge and ideas (comparing and contrasting)</b>	P		
<i>Explains and uses images and illustrations to clarify and determine understanding of a text; describes how reasons support points; compares and contrasts key points in two texts or different versions of the same story</i>			
<b>Range of Reading and Level of Text Complexity</b>			
<b>Reads and comprehends grade level text independently and proficiently</b>	M		
<i>Reads stories, poetry and informational texts that are grade appropriate</i>			

<b>Writing</b>			
<b>Writes a variety of text for various purposes (across all content areas)</b>	P		
<i>Writes opinion pieces by introducing a topic, stating an opinion, supplying reasons, using linking words (e.g. because, and also) to connect opinions/reasons, including a conclusion statement or section; writes informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide conclusion statement or section; writes narratives with a well-elaborated event or a short sequence of events; includes details to describe thoughts, actions, and feelings; uses temporal words (e.g. first, next, last) to signal event order and provide a sense of closure</i>			
<b>Demonstrates command of conventions of standard English</b>	P		
<i>Capitalizes proper nouns; uses commas and apostrophes; generalizes spelling patterns (e.g. "igh" says long /i/)</i>			
<b>Researches and/or provides evidence to build and present knowledge</b>	M		
<i>Participates in shared research and writings projects; recalls information from experiences or gathers information from provided sources to answer a question; produces and publishes writing using a variety of digital tools</i>			
<b>Produces and publishes clear and coherent writing</b>	P		
<i>Responds to questions and suggestions from peers and adds details to strengthen writing as needed; explores a variety of digital tools to produce and publish writing, including in collaboration with peers</i>			
<b>Speaking and Listening</b>			
<b>Speaks using correct grammar</b>	P		
<i>Demonstrates command of the conventions of standard English grammar when speaking</i>			
<b>Participates in conversations with understanding</b>	M		
<i>Participates in a range of collaborative discussions (one-on-one, in groups, and teacher-led), on grade two topics and texts, builds on ideas and expresses his/her own ideas clearly</i>			
<b>Presents knowledge and ideas clearly</b>	M		
<i>Tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences; creates audio recordings of stories or poems; adds drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings; produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i>			
<b>Asks and answers questions to clarify understanding</b>	P		

<b>Math</b>			
<b>Demonstrates understanding of concepts and procedures</b>	M		
<i>Fluent with addition facts to 20; adds and subtracts with numbers to 1,000; measures lengths and solves problems involving lengths; identifies, describes, compares, puts together and takes apart shapes</i>			
<b>Communicates mathematical reasoning both orally and in writing</b>	P		
<i>Uses pictures and visual models to represent numbers; provides explanations in words, pictures or visual models such as a number line to show how a problem is solved; explains addition and subtraction problems using equations</i>			
<b>Applies problem-solving strategies and uses models to solve problems</b>	P		
<i>Explains the meaning of problems and looks for ways to solve problems; analyzes problems; plans solutions; solves problems using visual models and tools; communicates conclusions precisely</i>			
<b>Demonstrates computational fluency</b>	P		
<i>Fluently adds and subtracts to 20 using mental strategies; fluently adds and subtracts to 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationships between addition and subtraction</i>			
<b>Social Studies</b>			
<b>Develops questions</b>	M		
<i>Ask compelling questions that can frame and advance inquiry; compelling questions focus on how things work, interpretations of information and require students to construct arguments in response to these questions</i>			
<b>Uses resources to gather information</b>	P		
<i>Gather relevant information from one or two sources while using the origin and structure to guide the selection; distinguish between fact and opinion</i>			
<b>Demonstrates an understanding of concepts</b>	P		
<i>Understand how people both past and present have made a difference in their community, country, and world as well as exploring how and what we decide to remember about the past; interdisciplinary study incorporates history, civics, economics, and geography</i>			
<b>Uses evidence to communicate conclusions</b>	P		
<i>Ask and answer questions about a topic, use various resources to locate information and use print oral or digital technologies to communicate information and construct explanations</i>			

