

Name: _____
 School: _____ Year: _____
 Teacher: _____



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Second Grade Report Card

California State Standards and Social Development Performance



California English Language Development Test Scores					
Test Date	Listening	Speaking	Reading	Writing	Over All

LANGUAGE ARTS		Q1	Q2	Q3	Q4
Reading: Decoding					
1.1	Recognizes and uses spelling patterns when reading				
1.2-1.3	Applies knowledge of syllabication when decoding multi-syllabic words				
1.5	Understands use of regular and irregular plurals				
Reading: Fluency					
1.6	Reads grade level text aloud with fluency				
Reading: Vocabulary					
1.7	Understands antonyms and synonyms				
1.8-1.9	Uses simple word structures to determine word meaning				
1.10	Identifies multiple meanings of words				
Reading: Comprehension					
2.2-2.7	Identifies and uses a variety of comprehension strategies				
Reading: Analysis					
3.1-3.4	Identifies and compares literary elements				
Writing: Strategies					
1.1	Organizes ideas and maintains a consistent focus				
1.2	Writes legibly				
1.3	Understands the purpose of and uses reference materials				
1.4	Progresses through the writing process				
Writing: Applications					
2.1	Writes narratives				
2.2	Writes a friendly letter				
Written and Oral Conventions					
1.1-1.2	Writes complete sentences using correct word order				
1.3	Identifies and correctly uses various parts of speech at grade level				
1.4-1.6	Demonstrates knowledge and use of grade level punctuation and capitalization				
1.7-1.8	Demonstrates knowledge and use of grade-level spelling				
Listening and Speaking: Strategies					
1.1-1.3	Listens critically and responds appropriately to oral communication				
Listening and Speaking: Application					
2.1-2.2	Retells information based on experience and interests				
MATHEMATICS		Q1	Q2	Q3	Q4
Number Sense: Place Value					
1.1	Counts, reads and writes whole numbers to 1,000				

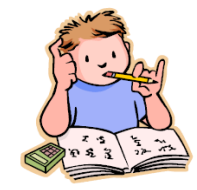
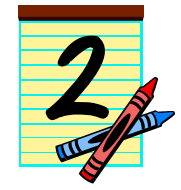
MATHEMATICS (continued)		Q1	Q2	Q3	Q4
1.3	Compares and orders whole numbers to 1,000				
Number Sense: Computation					
2.1	Uses the inverse relationship between addition and subtraction to solve problems				
2.2-2.3	Adds and subtracts two and three digit whole numbers without regrouping				
2.2-2.3	Adds and subtracts two and three digit whole numbers with regrouping				
3.1	Uses pictures, arrays, repeated addition and counting by multiples to multiply				
3.2	Understands beginning concepts of division				
3.3	Knows multiplication facts of 2's, 5's and 10's by memory				
Number Sense: Fractions					
4.1-4.3	Recognizes, names and compares fractions to represent parts of a whole and parts of a group				
Number Sense: Money					
5.1-5.2	Solves problems using correct notation of coins and bill combinations				
Algebra and Functions					
1.1	Uses commutative and associative rules				
Measurement and Geometry					
1.1-1.3	Measures the length of objects using standard and non-standard units of measurement				
1.4-1.5	Tells time to the nearest quarter hour and understands elapsed time				
2.1-2.2	Describes and classifies plane and solid figures				
Statistics, Data Analysis & Probability					
1.1-1.4	Collects, organizes, represents and compares data on charts and graphs				
2.0	Demonstrates an understanding of patterns and how patterns grow				
Mathematical Reasoning					
1.1-1.2	Makes decisions about how to solve a problem and justifies the reasoning				
HISTORY/SOCIAL SCIENCE		Q1	Q2	Q3	Q4
2.1	Understands similarities and differences between life now and life in the past				
2.2	Demonstrates map skills				
2.3	Understands the process of local and national governments				
2.4	Understands basic economic concepts and their individual roles in the economy				
2.5	Understands how historical figures have made a difference				

SCIENCE		Q1	Q2	Q3	Q4
Physical Science					
1.0	Understands how the motion of objects can be observed and measured				
Life Science					
2.0	Understands that plants and animals have predictable life cycles				
Earth Science					
3.0	Understands that Earth is made of materials that have distinct properties and provide resources for humans				
Investigation and Experimentation					
4.0	Uses scientific methods to conduct investigations				
PHYSICAL EDUCATION		Q1	Q2	Q3	Q4
Demonstrates gross motor and movement skills					
Demonstrates fine motor and manipulative skills					
Demonstrates balance and coordination					
FINE ARTS		Q1	Q2	Q3	Q4
Visual Arts					
Effort and participation					
Performing Arts					
Effort and participation					
Social Development and Work Habits		Q1	Q2	Q3	Q4
Consistently shows effort					
Respects self and others					
Listens attentively					
Meaningfully participates in classroom activities and discussions					
Follows directions					
Completes tasks and assignments					
Completes and returns homework					
Demonstrates organizational skills					
Works independently					
Programs in which the student is participating:					
<input type="checkbox"/>	English Language Development (ELD)	<input type="checkbox"/>	Bilingual		
<input type="checkbox"/>	Student Support Team (SST)	<input type="checkbox"/>	Speech		
<input type="checkbox"/>	Special Education	<input type="checkbox"/>	Resource Specialist (RSP)		
<input type="checkbox"/>	Other _____				

ATTENDANCE				
Days Tardy				
Days Absent (including excused)				
TEACHER'S COMMENTS:				
1st Quarter				
2nd Quarter				
3rd Quarter				
4th Quarter				

Performance Levels Key	
Content Standards 4.....Exceeds the standard 3.....Meets the standard 2.....Approaching the standard 1.....Needs more time/practice to develop /Not assessed this quarter	Fine Arts, Social Development and Work Habits O ... Outstanding S ... Satisfactory U ... Unsatisfactory /..... Not assessed this quarter

Reporting Periods: Q1 = 1st Quarter Q2 = 2nd Quarter Q3 = 3rd Quarter Q4 = 4th Quarter



1st Conference _____
 Parent/Guardian signature _____ Date _____

2nd Conference _____
 Parent/Guardian signature _____ Date _____

THE STANDARDS-BASED REPORT CARD: REPORTING STUDENT PERFORMANCE

WHAT IS A STANDARDS-BASED REPORT CARD?

The Standards-Based Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate a student's progress towards achieving California standards. For report cards to be useful, parents/guardians need to know what students are expected to learn at each grade level and how the teacher will evaluate the quality of student work.

WHY DOES THE SFUSD USE A STANDARDS-BASED REPORT CARD?

Standards-Based Report Cards are used for the purpose of communicating student progress with parents/guardians and is at the very core of accountability. The SFUSD developed this Standards-Based Report Card, with input from parents/guardians, teachers, principals and other stakeholders, to clearly communicate student progress and highlight the importance of meeting grade level standards.

The Standards-Based Report Card highlights the value of the California standards and the importance of students achieving these standards in all core areas: English-Language Arts, History/Social Science, Mathematics and Science. Through the Standards-Based Report Card, the SFUSD communicates what standards are being taught, the progress the student is making, and what must be learned to meet the standards.

KEY TERMS	
ASSESSMENT	The ongoing process of gathering data and giving feedback about a student's performance for the intended purpose of identifying a student's strengths and weaknesses, improve and guide instruction, and document student progress.
PERFORMANCE LEVEL	This indicates a student's level of understanding and/or performance based on the California Department of Education standards set for a particular grade level.
BENCHMARK	The performance level a student demonstrates toward mastering a standard when he or she is tested throughout the year.
STANDARDS	<p>A statement that identifies what a student should be taught and be able to do by the end of the school year. Learning Standards for each content area subject (English-Language Arts, History/Social Science, Mathematics and Science) and grade level are identified in the California Standards and Frameworks. These can be viewed at the California Department of Education web site at www.cde.ca.gov/ci.</p> <p>Please note: Standards are intended to determine what students should know and be able to do by the end of a particular grade. Performance levels are set according to the progress a student is making towards mastering those standards.</p>

PERFORMANCE LEVEL DESCRIPTIONS					
Content Standards			Fine Arts, Social Development and Work Habits		
4	Exceeds the standard	Student applies standard in ways that are in-depth and beyond what was taught.	O	Outstanding	Student demonstrates outstanding fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will contribute to the student's success both in and out of the classroom.
3	Meets the standard	Student consistently demonstrates mastery of the standard.	S	Satisfactory	Student demonstrates satisfactory fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will support the student's success both in and out of the classroom.
2	Approaching the standard	Student shows some understanding of the standard and is attempting to consistently meet the standard.	U	Unsatisfactory	Student does NOT demonstrate satisfactory fine arts participation, social development and/or work habits in the identified area. Improvement in this area is necessary for the student's continued success.
1	Needs more time/practice to develop	Student needs more practice in understanding the standard.			