

**Bellevue School District
Elementary Report Card Criteria
Grade 2**

Evaluation

4 = Exceeds Standard (exceeds expectations)

The student demonstrates the skill or understanding of the concept and exceeds expectations

3 = Meets Standard (developing appropriately)

The student usually demonstrates the skill or understanding of the concept and meets expectations

2 = Approaches Standard (beginning to develop)

The student sometimes demonstrates the skill or understanding of the concept

1 = Below Standard (needs to develop)

The student seldom demonstrates the skill or understanding of the concept

The rating will reflect student performance in relation to expected progress for that grading period.

Reading

Understands and uses different skills and strategies to read

- Uses a variety of strategies to understand what is being read
- Recognizes when (s)he doesn't understand what is being read and uses strategies to fix it
- Reads familiar texts with fluency and expression
- Reads and responds to a variety of literature and non-fiction texts
- Locates and uses text organizers such as table of contents
- Has a large bank of sight words
- Uses knowledge of spelling patterns to identify unknown words

Understands the meaning of what is read

- Comprehends important ideas and details
- Connects with previous experiences and knowledge when reading
- Makes inferences and predictions from illustrative and textual details
- Can retell major contents of fiction or non-fiction text, including main idea, and significant details in sequence
- Makes comparisons with other texts
- Recognizes that authors write for different purposes

Reads different materials for a variety of purposes

- Distinguishes the features of fiction and non-fiction
- Reads to gain information and for pleasure
- Reads a variety of texts
- Self selects a variety of texts
- Can identify and talk about a range of different text forms

Assessments include:

Writing

Writes clearly and effectively

- Develops an organizational framework (beginning, middle, end)
- Uses time order to sequence and organize writing
- Chooses a topic and writes to the topic
- Uses specific and vivid language
- Sees writing as a way to communicate information and personal events
- Varies sentence structures

Understands and uses the steps of the writing process

- Participates in brainstorming activities to elicit ideas for writing
- Can talk about some plan for writing
- Writes first draft according to plan
- Re-reads own writing to insure word sequence and clarity
- Edits for capitalization, ending marks, and known misspelled words
- Talks with others to revise word choices

Writes for a variety of audiences and purposes

- Recognizes that people use different forms of writing to convey meaning
- Uses a small range of familiar text and forms
- Chooses topics that are personally significant
- Often writes a simple recount of personal events or observation and comment
- Writes for self, teacher or other audience

Understands and uses the conventions of writing

- Edits for basic capitalization and periods
- Uses verbs that agree with subjects in person and number
- Uses patterns and phonics to spell correctly four and five letter words
- Develops a bank of words that are consistently spelled correctly
- Uses personal and possessive pronouns correctly

Analyzes and evaluates effectiveness of writing

- Reads and comments on writing by peers using some Six Traits criteria (ideas, organization, voice, word choice, sentence fluency, conventions)
- Sets personal goals for writing development with teacher help
- Beginning to use Six Traits to monitor own progress in writing with teacher help
- Seeks responses to writing from peers or family and teachers

Communication

Uses listening and observational skills to gain understanding

- Listens without interrupting
- Asks appropriate questions
- Listens to entire instruction before beginning task

Communicates ideas clearly and effectively (formal communication)

- Uses correct subject/verb agreement most of the time
- Organizes information with teacher direction
- Demonstrates clarity and organization in presentation
- Uses appropriate projection and expression
- Maintains proper posture and eye contact

Uses communication strategies and skills to work effectively with others (informal communication)

- Begins to work in assigned roles within a group
- Works to solve problems through conflict resolution
- Communicates with peers and adults in conversation
- Takes turns listening and speaking

Math

Number sense and computation skills

- Identifies, represents, and compares numbers up to 1,000
- Uses computational strategies to solve problems using addition and subtraction with multi-digit numbers, and multiplication and division with numbers up to 200
- Writes number sentences for situations representing addition and subtraction
- Solves relevant problems where the operations are not specified
- Identifies the common fractions of $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$
- Counts, adds and subtracts money up to \$2.00

Measurement

- Selects and uses measurement tools and units that are non-standard
- Solves problems involving length and width
- Uses both exact and approximate measures as appropriate

Geometric sense

- Identifies and describes two-dimensional geometric figures by attributes
- Draws or creates two- and three-dimensional figures

Probability and statistics

- Uses counting to determine the number of possible outcomes of an event
- Makes predictions based on experimental results
- Collects and represents data using graphs, tables, and written explanations

Algebraic sense

- Recognizes, describes, creates, and extends a variety of numerical patterns
- Uses patterns to make generalizations and predictions
- Sets up and solves simple equations at the concrete or pictorial level

Uses mathematics to define and solve problems

- Uses, creates and evaluates a variety of strategies to solve problems
- Identifies the unknown in a problem
- Applies appropriate strategies and operations to construct a solution
- Formulates questions about problems, identifying necessary and unnecessary information

Uses mathematical reasoning

- Supports thinking using models, known facts, patterns, and relationships
- Validates thinking using models, known facts, patterns and relationships
- Makes conjectures, collects data, supports arguments and justifies results
- Reflects on and evaluates procedures

Communicates knowledge and understanding in both everyday and mathematical language

- Uses reading, listening and observation skills to gather, extract and interpret information from a variety of sources, including technology
- Creates a plan to collect and organize information
- Expresses mathematical understandings and ideas using everyday language, models, tables, charts, graphs, and symbols

Is able to make mathematical connections within mathematics, to other subject areas, and to real-life situations

- Links conceptual and procedural understandings within mathematics
- Uses, creates, and evaluates equivalent graphical, numerical, physical, algebraic, geometric, and verbal mathematic models and representations
- Identifies and applies mathematical thinking, modeling, patterns and ideas in other disciplines and real-life situations