



OTTAWA COMMUNITY SCHOOL SECOND GRADE REPORT CARD

Teacher Name: Jerome Wolff

Student Name: JANE DOE

ATTENDANCE	F	W	S	Year
Days Absent				
Times Tardy				

NEXT SCHOOL YEAR ASSIGNMENT		
Grade:		
Promoted:	Placed:	Retained:

About This Report Card


For over two decades Nottawa Community School District has used Standards Based Reporting to help families answer the question, how is my child doing? Before standards based reporting schools averaged many skills in one letter grade.

Standards Based Reporting communicates learning expectations as clear targets instead of just averages. Clear targets improve communication between school and home and let the parent know what their child is learning in school.

For more information about standards based grading please see our school website: nottawaschool.org and select Standards Based Grading.

~Jerome Wolff (Superintendent/Principal)

ACADEMIC STANDARDS & EVALUATION MARKS

1 = Improvement is needed	F=Fall Trimester
2 = Progress Demonstrated	W=Winter Trimester
3 = Meets Expectations	S=Spring Trimester
4= Exceeds Expectations	 = Not offered yet
N/A= not available	* = See Comment

LIFE SKILLS

Participation	F	W	S
Attempts to answer direct questions asked by teacher	3	3	3
Waits for the appropriate time to ask questions or make comments	3	3	3
Work Completion			
Demonstrates effort			
Follows directions			
Stays on task			
Behavior	F	W	S
Follows classroom rules	3	3	3
Keeps hands to self	3	3	3
Respects the feelings of others	3	3	3
Working in Groups	F	W	S
Takes turns	3	3	3
Does not interrupt	3	3	3
Responsibility	F	W	S
Respects others' materials	3	3	3
Takes care of materials and personal belongings	3	3	3
Finds classroom materials independently	3	3	3

LANGUAGE ARTS			
Reading	F	W	S
Uses context/picture clues			
Reads fluently with accuracy, appropriate rate and expression.			
Identifies story elements (character, setting, problem, solution, title)			
Sequences story (beginning, middle, end)			
Sight Words			
Identifies vocabulary words and their meanings			
Can answer questions who, what, where, when, why, and how			
Uses a Venn Diagram to compare two stories.			
Writing	F	W	S
Spells words correctly in everyday writing			
Writes a paragraph with a character, setting, and supporting idea, (Winter Trimester: thought shot)			
Writes a paragraph with a central idea and three supporting ideas in the following types of writing			
opinion paper			
informational paper			
narrative story			
Conventions	F	W	S
Spells weekly spelling words correctly			
Uses capital letters and punctuation			
Uses legible handwriting			
Speaking & Listening	F	W	S
Listens to speaker			
Uses complete sentences when speaking			
Asks and answers questions in an appropriate way			
Prepared for show and tell.			

MATHEMATICS			
Numbers and Operations	F	W	S
Starting at any number counts to 1,000 by 10			
Starting at any number counts to 1,000 by 100			
Starting at any number ending in 0 or 5 can count by 5's up to 1,000			
Can mentally add or subtract 10 from any number up to 1,000			
Can mentally add or subtract 100 from any number up to 1,000			
Can fluently add within 100 (2 digits no regrouping: winter trimester)			
Can fluently subtract within 100 (2 digits no regrouping: winter trimester)			
Identifies place value of numbers in expanded notation (400+30+7=437)			
Compares 3 digit numbers using (>, <, =)			
Operations and Algebraic Thinking	F	W	S
Fluently adds numbers to 20			
Fluently subtracts numbers to 20			
Can identify if a group of up to 20 objects as even or odd			
Can add and subtract story problems to 20			
Can add and subtract story problems to 100			
Geometry	F	W	S
Divides circles and rectangles to show fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)			
Can draw and identify 2D shapes.			
Can draw and identify 3D shapes.			
Can partition a rectangle into rows and column to find the total			
Measurement and Data	F	W	S
Tells time to o'clock and :30 (Fall Trimester) to the :15 (Winter Trimester) to the :05 (Spring Trimester)			
Makes and reads a bar graph			
Makes and reads a picture graph			
Makes and reads a line plot graph			

SCIENCE (X = Student Participates in Activities)			
Earth Science	F	W	S
Can describe that some Earth events occur quickly or slowly (hurricanes, tornadoes, erosion)			
Can describe how to slow or prevent wind or water from changing the shape of the land			
Creates a model of Michigan, and the Great Lakes			
Describes where water is found on the Earth, and that it can be a solid or liquid			
Science Process Skills: Engineering, Design, and Measurement	F	W	S
Creates a ruler of nonstandard units and measures objects			
Uses a ruler to measure objects in inches			
Uses a ruler to measure objects in centimeters			
Measures objects in meters			
Can add and subtract lengths of objects			
Can change a simple problem with a new object / tool			
Can draw a picture to show how an object helps solve a problem			
Can compare strengths and weaknesses of two items			
Physical Science	F	W	S
Recognize that some objects are composed of single substances, and others are composed of more than one substance			
Compares two objects by their attributes			
Identifies attributes of objects			
Physical Science	F	W	S
Identifies the needs of plants (air, water, food, light)			
Identifies parts of a plant			
Identifies life cycle of plants (seed, plant, flower, fruit)			
Structure and Properties of Matter	F	W	S
Investigates to describe and classify different materials by their observable properties			
Can determine which materials have properties best suited for their intended purpose			
Can take small set of pieces apart to make a new object			
Can tell that some changes caused by heating and cooling can be reversed, and some cannot			

SOCIAL STUDIES (X = Student Participates in Activities)			
History	F	W	S
Can describe changes in the community over time			
Explain why descriptions of the same event in the local community can be different			
Geography	F	W	S
Describes land use in the community (growing crops, schools, factories...)			
Describe the ways people move goods and ideas in the community (semi, newspaper, telephone...)			
Tell ways people can responsibly interact with their environment			
Describes local businesses in the community and how they meet customer needs			
Can identify legend, compass rose, symbols, and title on a map by making a map			
Describes land use in the community			
Can make a flip book to identify relationships to larger areas			
Civics and Government	F	W	S
Describe how the Pledge of Allegiance reflects patriotism			
Identifies public issues in the local community			
Gives examples of how people resolve problems in their community			
Explains how local governments balance rights with the common good to solve problems			
Identifies ways citizens participate in community decisions			
Gives examples of how local governments make, enforce, and interpret laws in the community			
Identifies services provided by local government (police officers, firefighters, teachers)			
Tell the difference between personal and civic responsibilities			
Economics	F	W	S
Identifies opportunity costs			
Describes resources for goods and services			
Gives examples of how people meet their needs			

PHYSICAL EDUCATION (X = Student Participates in Activities)			
Teamwork Skills	F	W	S
Participation	3		
Behavior	3		
Working in groups	3		
Personal Responsibility	3		
Physical Education Skills			
Motor skills – run, jump, hop, leap, skip, gallop, etc.	3		
Manipulative skills – dribble, catch, throw, kick, over/underhand throw, soccer.	3		
Non-manipulative skills – landing, twisting, fleeing (relay games, hula hoops, jump rope)	X		
Spatial awareness – directionality, self-control, cooperative play during tag games, parachute.	X		
Target games – accuracy in goal kick, bean bag toss, basketball dribble, etc.	X		
Health			
Germ	X		
Friendship			
Safety			
Nutrition			

	COMMENTS	
Fall Trimester	Winter Trimester	Spring Trimester
<p>Jane Doe is off to a very strong start.</p> <p>I like that Jane Doe is becoming more confident and sharing more of her ideas during class time.</p> <p>I will look for opportunities to help Jane Doe grow as she becomes ready for more challenging material.</p> <p>One of the things I like best about Jane Doe is that she is a good friend.</p> <p>You are doing a great job! Keep up the good work.</p>	<p>Jane Doe continues to do well academically and socially in school.</p> <p>Jane Doe is strong in English language arts and math. From now until the end of the year Jane Doe and her classmates will take a more focused approach to writing. This is a very important next step in growing as a reader and communicator.</p> <p>Keep up the good work, Jane Doe!</p>	<p>It has been great learning and growing this year. Have a great summer. I look forward to seeing you back as a first grader! 😊</p>

Northstars