



———— A Family's Guide ————

# TO STANDARDS & REPORT CARDS

———— Second Grade ————

Adams12   
Five Star Schools



a main street. They  
r plants to eat. It can  
te deer can run in front

i adopted the deer as a  
uncle to leave some

© 2012 School Education Group, All Rights Reserved

Ca  
wa  
ra  
wal

June huge fuse  
Cube confuse Fune

First, you can see the first page

Second, you can see the second page

Third, you can see the third page

For these reason, I believe you will find it





# A Family's Guide to Standards and Report Cards

## SECOND GRADE



### Working Together

To support families in realizing the goals of the Colorado Academic Standards, this document provides an overview of the learning expectations for second grade. This guide summarizes specific grade-level standards and indicators used for determining progress within each content area in Adams 12 Five Star Schools. The district provides this information as a tool to help families support each student's learning.

### The Purpose of Standards

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

### The Purpose of Report Cards

Adams 12 Five Star Schools' elementary report cards provide information about each student's progress toward meeting grade-level standards across seven content areas: English Language Arts/Literacy, Mathematics, Science, Social Studies, Music, Physical Education, and Visual Arts. Additional comments from the student's teachers may also be included. A report card is sent home at the end of each semester, in January and May. Please know that the report card is designed to describe a student's overall progress toward grade-level standards and expectations. A report card should not serve as the only communication between the school and parents. The Five Star District believes in the importance of maintaining open, ongoing communication with all parents and guardians. Families are strongly encouraged to communicate with teachers throughout the school year to ensure that there is a strong bond and partnership between home and school.



# Second Grade

## English Language Arts/Literacy

The bold headings below summarize the broad areas of *English Language Arts/Literacy Standards* studied in second grade.



### Reading Foundational Skills

The student demonstrates the ability to

- decode and/or read grade-level words
- read with sufficient accuracy and fluency to support comprehension

### Reading

The student demonstrates the ability to

- comprehend and draw evidence from literary text
- comprehend and draw evidence from informational text
- ask and answer questions accurately to show understanding of key details
- use context to determine the meaning of words and phrases
- show full understanding of the text when referring to explicit details and examples in the text

### Writing

The student demonstrates the ability to

- introduce topics and supply reasons, facts, and/or details
- recall information from experiences or gather information from provided sources
- use linking words
- include a concluding statement or section

### Speaking and Listening

The student demonstrates the ability to

- collaborate effectively with others, following agreed-upon rules
- build on others' talk by linking comments to others'
- ask for clarification and further explanation about topics and texts

### Language

The student demonstrates the ability to

- use grade-level conventions of Standard English
- use words and phrases acquired through conversations and texts

#### English Language Arts/Literacy Rubric

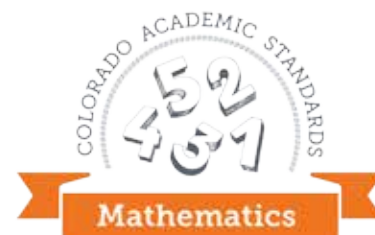
*The rubric below provides a general description of a student's literacy proficiency in terms of the skills specified in the grade-level standards as demonstrated through a body of evidence. NOTE: Students must be able to BOTH read and comprehend a variety of grade-level literature and informational texts AND demonstrate appropriate literacy skills for each level descriptor.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
<b>READING</b> The student independently demonstrates the skills of reading standards with above grade-level texts. <b>OR</b> The student demonstrates the skills beyond grade-level reading standards with grade-level texts.	<b>READING</b> The student independently demonstrates the skills of reading standards with grade-level texts.	<b>READING</b> The student independently demonstrates the skills of reading standards with below grade-level texts. <b>OR</b> With support, the student demonstrates the skills of reading standards with grade-level texts.	<b>READING</b> The student demonstrates limited understanding of the skills of reading standards with below grade-level texts. <b>OR</b> With significant support, the student demonstrates limited understanding of the skills of reading standards with grade-level texts.
<b>WRITING &amp; LANGUAGE</b> The student independently demonstrates the skills beyond grade-level writing and language standards.	<b>WRITING &amp; LANGUAGE</b> The student independently demonstrates the skills of grade-level writing and language standards.	<b>WRITING &amp; LANGUAGE</b> With support, the student demonstrates the skills of grade-level writing and language standards.	<b>WRITING &amp; LANGUAGE</b> With significant support, the student demonstrates limited understanding of grade-level writing and language standards.



# Second Grade Mathematics

The bold headings below summarize the broad areas of *Mathematics Content Standards* studied in second grade. Mathematics content learning at all grade levels is embedded in *Standards for Mathematical Practice* that foster student expertise in problem solving, conceptual understanding, modeling the world using mathematics, and communication of mathematical reasoning.



## Operations and Algebraic Thinking

The student will

- represent and solve problems involving addition and subtraction
- add and subtract within 20
- work with equal groups of objects to gain foundations for multiplication

## Number and Operations in Base Ten

The student will

- understand place value
- use place value understanding and properties of operations to add and subtract

## Measurement and Data

The student will

- measure and estimate lengths in standard units
- relate addition and subtraction to length
- work with time and money
- represent and interpret data

## Geometry

The student will

- reason with shapes and their attributes

### Mathematics Rubric

*The rubric below provides a general description of student work with mathematics standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of mathematical concepts and skills AND explain mathematical thinking for each proficiency level descriptor.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
<p>The student uses developmentally appropriate mathematical concepts and skills to solve unusual or extended response problems with limited errors.</p> <p><b>AND</b></p> <p>The student's explanations, and reasoning are complete, logical, and detailed.</p>	<p>The student uses appropriate mathematical concepts and skills to solve familiar problems with limited errors.</p> <p><b>AND</b></p> <p>The student's explanations and reasoning are complete and logical but lack details.</p>	<p>The student appears to understand some appropriate mathematical concepts and skills but is inconsistent in finding solutions.</p> <p><b>AND</b></p> <p>The student's explanations and reasoning are incomplete or lack logical flow.</p>	<p>The student appears not to understand appropriate mathematical concepts and skills and is unsuccessful in finding solutions.</p> <p><b>AND</b></p> <p>The student's explanations are absent or do not match process/solution.</p>



# Second Grade Science

The bold headings below summarize the three strands that comprise *Science Content Standards* in second grade and *Science Practices* necessary for the advancement of science in our society. Skills critical to success in science include **observing, collecting, analyzing, and interpreting evidence.**



## Life

The student demonstrates the ability to

- prove organisms depend on their habitat's nonliving parts to meet some of their needs
- make connections between a plant or animal's structure or behavior and the function it serves

## Physical

The student demonstrates the ability to

- prove direction or speed of an object may change due to an outside force
- explain the impact of forces on the motion of objects

## Earth

The student demonstrates the ability to

- predict how weather and the changing seasons impact the environment and organisms (humans, plants and other animals)

## Science Practices

The student demonstrates the ability to

- communicate scientific thinking orally and in writing using both words and visual representations (graphs, diagrams, pictures)
- ask questions to further understanding and determine which questions are testable
- plan and carry out scientific investigations

### Science Rubric

*The rubric below provides a general description of student work with science standards at four levels of proficiency. NOTE: Students must be able to demonstrate BOTH skills AND conceptual understanding.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student consistently and independently applies standards-based skills and understanding of concepts to new or novel situations.	The student consistently and independently applies standards-based skills and understanding of concepts in familiar situations.	The student inconsistently applies standards-based skills and/or understanding of concepts in familiar situations.	The student demonstrates limited ability to apply standards-based skills and/or understanding of concepts.



# Second Grade Social Studies

The bold headings below summarize the broad areas of *Social Studies Content Standards* studied in second grade. Second grade social studies is an opportunity for students to integrate the four domains of social studies through the study of their community.



## History

The student demonstrates the ability to

- identify community artifacts
- explain information on historical timelines
- organize historical events of neighborhoods chronologically
- compare past and present situations

## Geography

The student demonstrates the ability to

- use map keys, legends, symbols, and intermediate directions
- identify various physical features
- identify how communities manage resources
- describe how size and character of a community change over time for geographic reasons

## Economics

The student demonstrates the ability to

- explain scarcity
- give examples of choices people make when resources are scarce
- identify components of financial decision making
- differentiate between a long-term and short-term goal

## Civics

The student demonstrates the ability to

- identify how people monitor and influence decisions in their community
- describe important characteristics of a responsible community member
- identify and give examples of appropriate and inappropriate uses of power and the consequences
- apply skills to resolve conflicts

### Social Studies Rubric

*The rubric below provides a general description of student work with social studies standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of social studies concepts and skills AND apply the tools of a historian, geographer, economist, and political scientist.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.



## Second Grade Visual Arts

The bold headings below summarize the broad areas of *Visual Art Content Standards* studied in second grade. In second grade students create art demonstrating grade level appropriate art skills. The student will begin to interpret and discuss meaning in works of art through the context of the community and culture.



### Observe and Learn to Comprehend

The student demonstrates the ability to

- use art vocabulary to identify and discuss works of art
- make artistic choices to express an idea in multiple ways

### Envision and Critique to Reflect

The student demonstrates the ability to

- interpret and discuss intended meaning in works of art
- recognize and respect cultural differences in works of art

### Invent and Discover to Create

The student demonstrates the ability to

- create art using familiar symbols
- create presentation-ready works of art using appropriate materials in multiple ways

### Relate and Connect to Transfer

The student demonstrates the ability to

- respond to works of art from a variety of social, emotional, and historical contexts

#### Visual Arts Rubric

*The rubric below provides a general description of student work with visual arts standards at four levels of proficiency. NOTE: The student must be able to BOTH demonstrate appropriate use of art concepts and skills AND apply the tools of an artist.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.



# Second Grade Physical Education

The bold headings below summarize the broad areas of *Physical Education Standards* in second grade. In second grade, students demonstrate mastery of basic locomotor and non-locomotor skills. Students progress towards mature form in complex manipulative skills.



## Movement Competence and Understanding

The student will

- demonstrate skipping, hopping, galloping, and sliding while transitioning on command
- move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling
- throw, catch, strike, and trap objects while being stationary and moving toward a partner
- use instructor feedback to improve performance of a skill or physical movement

## Physical and Personal Wellness

The student will

- identify healthy food choices to fuel the body
- identify changes in the body during exercise and how exercise makes a person feel

## Emotional and Social Wellness

The student will

- participate in a variety of group settings without distracting behavior

## Prevention and Risk Management

The student will

- maintain safety within personal space
- follow safety rules

### Physical Education Rubric

*The rubric below provides a general description of student work with physical education standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of physical education concepts and skills AND apply them to a healthy lifestyle.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student consistently demonstrates understanding of the movement skill or concept beyond the grade-level standard.	The student consistently demonstrates understanding of the movement skill or concept within the standard.	The student inconsistently demonstrates understanding of the movement skill or concept within the standard.	The student demonstrates limited understanding of the movement skill or concept within the standard.



# Second Grade Music

The bold headings below summarize the broad areas of *Music Content Standards* studied in second grade. Second grade music is dedicated to further study of singing technique, rhythm, musical patterns and form, and appreciation of music. Note: Not all of the areas listed below will be assessed in both semesters.



## Expression - Performing

The student will be able to

- sing a two part round in a group
- perform 8-beat rhythm patterns
- perform 8-beat melody patterns

## Creation - Composing and Improvising

The student will be able to

- create 8-beat rhythm patterns
- create 8-beat melody patterns

## Theory - Music Literacy

The student will be able to

- identify basic music form
- use music vocabulary in discussing music
- notate 8-beat rhythm patterns
- notate 8-beat melody patterns

## Aesthetic Valuation - Appreciation and Evaluation

The student will be able to

- respond to and make informed judgments about music through participation performance and the creative process
- use music vocabulary in discussing individual preferences for music

### Music Rubric

*The rubric below provides a general description of students work with music standards at four levels of proficiency. NOTE: students must be able to BOTH demonstrate appropriate use of music concepts and skills AND apply the tools of a musician who performs, composes, and appreciatively listens.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student meets the above skills and demonstrates accurate content knowledge consistently and independently.	The student meets the above skills and demonstrates accurate content knowledge inconsistently or only with support.	The student demonstrates limited understanding of the skills and content of the standard.









**www.adams12.org**